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ABSTRACT

This manual, accompanying the New York State Regents Examinations and Competency Tests, is intended for use by school administrators, guidance counselors, teachers, and proctors. Regents examinations measure the quality of instruction and learning that has taken place in high schools, and provide information for educational and vocational decision making. Passing scores in English and mathematics satisfy the competency testing requirements for a high school diploma. The Regents competency tests measure basic skills in reading, writing, and mathematics. Passing scores satisfy the requirements for a high school diploma. The Regents examinations are administered to average and above average students who wish to obtain a Regents diploma and who have taken Regents courses. Instead of the Regents competency tests, students may use Scholastic Aptitude Test or American College Testing Program scores to demonstrate proficiency. Nonnative speakers and handicapped students may use alternative procedures. Specific instructions are included for ordering and administering the tests; rating, recording scores, and providing remediation; reporting results; returning test materials; reviewing papers; summarizing test and graduation results; and endorsing local diplomas. Appendices include a list of English as a second language tests and modifications for handicapped examinees. (GDC)

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REGENTS EXAMINATIONS & COMPETENCY TESTS

School Administrator's Manual 1986 Edition

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Regents Examinations and Competency Tests

School Administrator's Manual

1986 Edition

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The State Education Department
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Albany, New York 12234

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FOREWORD

The *Regents Examinations and Competency Tests: School Administrator's Manual* is intended for use by school administrators, guidance counselors, teachers, and proctors. It contains general information on Regents examinations and competency tests as well as the specific regulations and procedures for ordering, administering, and rating these examinations. It also contains information concerning the competency testing requirements for a local diploma, the Regents endorsement of a local diploma, and the granting of credit for Regents courses. An index is provided at the end of the manual to provide assistance in locating information about specific topics.

The Bureau of Elementary and Secondary Testing Programs has overall responsibility for the general administration of Regents examinations and competency tests. All questions and comments concerning Regents examination and competency test policies and procedures should be addressed to that bureau. Examples of such matters would be questions concerning the competency testing requirements for a local diploma, requirements for a State Regents diploma, modified testing procedures for handicapped pupils and pupils whose native language is other than English, admission to examinations, rating of papers, and scheduling of examinations. All other questions that deal with the curricular impact of Regents examinations and competency tests should be addressed to the appropriate subject bureau in the Division of General Education. The addresses and telephone numbers of all bureaus mentioned above are provided in Appendix I.

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GENERAL INFORMATION

Purposes of the Examinations

Regents examinations are achievement tests based on State courses of study used in secondary schools. Prepared by teacher examination committees and Department subject and testing specialists, they provide schools with a basis for evaluating the quality of the instruction and learning that have taken place. They are used by school personnel to identify major learning goals, offering both teachers and pupils a guide to important understandings, skills, and concepts. The examinations also provide pupils, parents, counselors, administrators, college admissions officers, and employers with objective and easily understood achievement information for use in making sound educational and vocational decisions. Passing scores on the Regents examinations in English and mathematics satisfy the competency testing requirements for a high school diploma.

The Regents competency tests are achievement tests designed to assess pupil proficiency in the basic skills of reading, writing, and mathematics. Passing scores on the tests satisfy the competency testing requirements for a high school diploma. The Regents competency tests in reading and writing are administered to pupils in grades 11 and 12. The Regents competency test in mathematics is administered to pupils in grades 9 through 12.

Required Use of Examinations

Regents Examinations

Section 3.34 of the Regents Rules relating to apportionment provides in part that schools receiving State aid shall make general use of Regents examinations in the senior high school grades. Nothing in this section, however, prohibits State aid to any school whose courses have been approved and whose examinations are accepted in lieu of Regents examinations.

Section 100.2(e) of the Commissioner's Regulations requires public school districts to offer Regents courses of study and examinations to all pupils who wish to earn a Regents diploma. Pupils shall have the opportunity to take Regents courses and examinations in grades 9 through 12 and, when appropriate, in grade 8.

Regents examinations are designed to measure the achievement of pupils of average and above average ability who have had instruction based on State courses of study. They are, therefore, not appropriate measures of the achievement of all secondary school pupils. The number of pupils in any one high school who should take Regents examinations will differ according to the needs and abilities of the pupils enrolled in the school and the nature of the courses offered. In each school system considered as a whole, however, it is reasonable to expect that Regents examinations will be administered to at least half of the pupils enrolled in senior high school. In addition, when a pupil has pursued a Regents-type course to its completion, the pupil is expected to take the Regents examination prepared for that course.

Competency Tests

The Regulations of the Commissioner of Education indicate that pupils must demonstrate competency in the basic skills of reading, writing, and mathematics in order to obtain a high school diploma. Several alternative methods of demonstrating competency are available.

Competency in reading and writing may be demonstrated by passing the Regents competency tests in each of these subjects, by passing the Regents comprehensive examination in English, or by obtaining minimum acceptable scores on the College Board's Scholastic Aptitude Test (SAT) or the American College Testing Program (ACT) tests. (See Appendix II.) Pupils whose native language is other than English and whose first entry into a school where the predominant language is English was after grade 8, may use alternative procedures to demonstrate competency in reading and writing. Information concerning these procedures is provided on pages 3 and 4 of this manual.

Competency in mathematics may be demonstrated by passing the Regents competency test in mathematics, by passing any Regents examination in mathematics, including business mathematics, or by obtaining minimum acceptable scores on the SAT or ACT. (See Appendix II.) The Regents competency test in mathematics is available in about 30 foreign languages.

Section 100.5(a)(5)(ii) of the Commissioner's Regulations allows transfer pupils to be exempted from the competency testing requirements depending on when they first enter a New York State high school. If such a pupil first enters a New York State high school in grade 11 or 12, the principal may exempt the pupil from the requirements for the Regents competency tests ordinarily taken and passed before the date of the pupil's entry into the school.

Examination Centers

Regents examinations and competency tests may be administered only at official centers within the State of New York. The official centers include all registered secondary schools and other educational institutions that have been given specific approval to administer Regents examinations and competency tests.

The school principal or chief administrative officer of the examination center is responsible for the enforcement of the regulations for administering Regents examinations and competency tests.

Subjects

Regents examinations and competency tests are provided in the subjects listed below.

Regents Examinations

Business Subjects
- Bookkeeping-accounting
- Business law
- Business mathematics

English

Foreign Languages
- French
- German
- Hebrew
- Italian
- Latin
- Spanish

Mathematics
- Ninth year mathematics
- Tenth year mathematics
- Eleventh year mathematics
- Sequential math, course I
- Sequential math, course II
- Sequential math, course III

Science
- Biology
- Chemistry
- Earth Science
- Physics

Social Studies

Competency Tests

- Mathematics
- Reading
- Writing

Information on approved programs of study for the examinations listed above may be obtained from the appropriate subject matter bureau. (See Appendix I.)

Dates of Administration

Each fall, schools are given official notice of the Regents examination and competency test schedules for the school year. Regents examinations in all 21 subjects listed previously are offered each year in June, and a limited number of examinations are offered each January and August. The three competency tests in mathematics, reading, and writing are offered each year in January, June, and August. Additional examination periods may be scheduled by the Department to meet special needs.

In general, the examination periods are scheduled in accordance with the following principles:

1. **January.** The three-day Regents examination period is scheduled to provide at least two weekdays at the end of January after the Regents examination period for school reorganization purposes.
2. **June.** The five-day Regents examination period is scheduled to provide at least four, but no more than seven, weekdays in the period that begins the day after the Regents examination period and ends the last day of June. When June 1 falls on a Saturday, Sunday, or Monday, the schedule will begin on the third Monday in June. When June 1 falls on a Tuesday, Wednesday, Thursday, or Friday, the schedule will begin on the third Friday in June.
3. **August.** A single day is scheduled to follow the 30-day period recommended for summer school sessions.

The Regents examination dates through the 1990–91 school year are provided below.

School Year	*January*	*June*
1986 – 87	January 26 – 28	June 15 – 19
1987 – 88	January 25 – 27	June 17 – 23
1988 – 89	January 25 – 27	June 16 – 22
1989 – 90	January 24 – 26	June 15 – 21
1990 – 91	January 23 – 25	June 17 – 21

Attendance Records

Schools may claim a total of three "Regents examination days" in January and five days in June for the purpose of administering Regents examinations and the Regents competency tests. Schools need not record the attendance of pupils in grades 9 through 12 on a Regents examination day, but the day counts toward fulfilling the requirement that school districts provide at least 180 days of instruction during the school year.

Regents examination days may also be claimed for the administration of local final examinations, provided that the examinations are administered during the regularly scheduled January and June Regents examination periods. Regents examination days may not be claimed when such examinations are administered at times other than during the January and June Regents examination periods.

If pupils in grades 7 and/or 8 are located in the same building as students in grades 9 through 12 who are taking examinations in January and June, the 7th and 8th grade pupils may be excused from attending school if excusing them from attendance is necessary in order to provide adequate staff and space for the administration of examinations. However, schools are expected to con-

tinue regular instruction during the January and June Regents examination periods to the fullest extent possible.

Admission Requirements

Regents Examinations

All pupils who have completed, in an approved school, the course of study leading to a Regents examination have the right to be admitted to that Regents examination. Pupils may not be barred from an examination for disciplinary reasons or because their achievement in a subject is considered unsatisfactory. In the case of a science Regents examination, only those pupils who also have met the laboratory requirements may be admitted.

If the pupil is enrolled during the regular school year in an approved high school other than the school in which the examination is to be administered, the written permission of the principal of such other school is required. The school administering the examination may require that pupils from another school provide adequate prior notice, present satisfactory personal identification, and pay a reasonable fee to cover administrative and rating costs.

Pupils who have not completed Regents courses of study may be admitted to Regents examinations for the purpose of demonstrating academic proficiency acquired through independent, out of school, or other study. Such pupils may be admitted to Regents examinations only upon the determination by the superintendent of a public school district or the chief administrative officer of a nonpublic school, or his/her designee, that the pupil will benefit academically by exercising this option. School administrators should develop local criteria for determining which pupils may attempt to earn Regents credit without completing the Regents course of study. (See "Pupils Not Enrolled in Regents Courses," page 27.)

In the case of the science Regents examinations, the laboratory requirements must be met before admission to the examination. These requirements can be met through industrial and commercial experiences or by completing the necessary number of school laboratory exercises.

Competency Tests

Pupils may be admitted to the Regents competency test in mathematics only after studying one unit of mathematics in grades 9 – 12. The test is based on the course of study entitled "General High School Mathematics," which was published in August 1978. Pupils may not be barred from the test because their achievement in the course is considered unsatisfactory.

Only pupils enrolled in grades 11 and 12 may be admitted to the Regents competency tests in reading and writing. Thus, pupils are expected to take these tests initially in January of the eleventh grade.

No eligible pupil may be denied for any reason an opportunity to take the Regents competency tests.

Use of Alternative Examinations

Under Section 100.2(e) of the Commissioner's Regulations, the Department may authorize the use of alternative examinations in lieu of Regents examinations and competency tests. Any alternative examination must measure a level of knowledge and skill equivalent to that of the examination for which it is being substituted and must be approved for use by the Department. At least six months prior to the administration of such an examination, the proposed examination booklet, answer sheet, scoring key, directions, and all other auxiliary materials must be submitted to the Division of Educational Testing for approval. The examination must be accompanied by such empirical evidence of the reliability of the test scores and of the comparability of the proposed examination to the corresponding examination, with respect to content and difficulty, as is available.

Alternative Competency Testing Procedures for Pupils Whose Native Language Is Other Than English

General Information

The Regulations of the Commissioner of Education permit a pupil whose native language is other than English to demonstrate basic language and mathematics skills through alternative procedures if the pupil's first entry into a school where the predominant language is English was after grade 8. In the areas of reading and writing, the pupils must:

(1) demonstrate reading comprehension and writing skills in their native language at a level comparable to the requirements of the competency tests in reading and writing, and

(2) demonstrate English language proficiency on an examination designed to measure English as a second language.

In the area of mathematics, the pupils must demonstrate mathematics skills at a level comparable to the requirements of the competency test in mathematics.

The following sections provide information about the ways in which pupils whose native language is other than English may demonstrate competence in the basic

skills. Further information and technical assistance may be obtained by contacting the bilingual supervisor at the nearest regional office of the Bureau of Bilingual Education.

Native Language Skills

Pupils may demonstrate proficiency in reading comprehension and writing skills in their native language by passing the Native Language Writing Test. The Native Language Writing Test in available in about 30 languages. The test consists of three parts: a personal letter on a given situation, a composition on a given situation, and a composition on one of two given topics. Each task requires an answer of about 100 – 200 words.

If the Native Language Writing Test is not available in a pupil's native language, the principal may use alternative examinations to determine that a pupil has achieved a level of proficiency in reading comprehension and writing comparable to passing the Regents competency tests. Principals must obtain prior approval from the Bureau of Elementary and Secondary Testing Programs for the use of alternative examinations.

English Language Skills

To meet the minimum requirement for proficiency in English, pupils must demonstrate satisfactory progress toward mastery of the skills measured in the competency tests in reading and writing by obtaining a specified score on a test designed to measure English as a second language. The required level of English proficiency increases according to the number of years of English instruction that the pupil has received.

Examples of tests that measure English as a second language are provided in Appendix III. A brief description of the tests and the recommended minimum scores for one to four years of high school study in English are included.

Mathematics Skills

Students may demonstrate proficiency in mathematics in their native language by passing a foreign language edition of the Regents competency test in mathematics. The competency test in mathematics is available in about 30 languages.

If a foreign language edition of the competency test is not available, the principal may use alternative examinations to determine that a student has achieved a level of proficiency in mathematics comparable to passing the Regents competency test in mathematics. Principals must obtain prior approval from the Bureau of Elementary and Secondary Testing Programs for the use of alternative examinations.

Changes in the State Testing Program

In general, this manual provides information about the competency testing requirements and the Regents examinations and competency tests provided for pupils expecting to graduate prior to June 1989. Recent changes in the Commissioner's Regulations have mandated additional competency testing requirements and new Regents examinations and competency tests for pupils first entering grade 9 in 1985 and thereafter. This section of the manual provides information about the changes being made in the State testing program as a result of the revised regulations.

Information about each change, the date that the test(s) required by that change will first be administered, and the expected graduation date of the class first affected by that change is provided below.

Change	*First Test Administration*	*First Graduation Class Affected*
All pupils must demonstrate competency in science by passing either the Regents competency test in science or a Regents examination in science. Pupils will normally take the competency test at the end of grade 9.	June 1988	June 1991
All pupils must demonstrate competency in global studies (grade 9 – 10 social studies) by passing either the Regents competency test or Regents examination in global studies.	June 1989	June 1991
All pupils must demonstrate competency in United States history and government (grade 11 social studies) by passing either the Regents competency test or Regents examination in United States history and government.	June 1988	June 1989
Pupils completing sequences in occupational education must pass the occupational proficiency examinations provided by the Department, where available.	June 1988	June 1991
Pupils may earn the first unit of high school credit in a second language by passing an approved second-language proficiency examination.	May 1989	____

ORDERING AND ADMINISTERING REGENTS EXAMINATIONS AND COMPETENCY TESTS

Distribution of Order Forms and Informational Materials

Two sets of materials concerning the ordering and administration of Regents examinations and competency tests are sent to schools for each examination period. The first set of materials includes an order form, ordering instructions, and an examination schedule. These materials are mailed well in advance of the January and June examination periods to all registered secondary schools and to other educational institutions that have been given specific approval to administer Regents examinations and competency tests. The materials for ordering the August examinations are mailed to all approved summer secondary schools. Other schools wishing to administer August examinations should request order forms by writing to the Bureau of Elementary and Secondary Testing Programs by June 30.

Approximately four weeks before each examination period, the second set of materials is sent to school administrators. Included are two memorandums that contain specific information for each examination period. The first memorandum contains information on the shipping and the administration of the examinations as well as the reporting of examination results and the return of examination materials to the Department. The second memorandum contains information on the format and content of the examinations.

Ordering Examination Materials

General Ordering Procedures

Only examination materials that will be administered to pupils during an examination period should be ordered on the order form provided by the Department. The completed order form should be returned by the date specified in the ordering instructions.

Examination materials that will be used for review purposes should be ordered in a separate letter attached to the regular order form. These materials will be shipped immediately after each examination period. Since the Department retains only a limited supply of past examinations, it may not be possible to fill requests for multiple examinations received after the examinations are administered.

When ordering regular examination booklets, answer sheets for the competency tests in reading and mathematics, and answer sheet pads for the competency test in writing, order the number of materials needed plus 5 percent to provide for unanticipated increases. When ordering scoring keys, order one scoring key for each teacher who will score papers for a subject.

No order is necessary for teacher directions, teacher dictation copies, teacher's manuals, and reference tables. The necessary quantities of these materials will be included in each examination shipment.

Examinations for Visually Handicapped Pupils

Braille and large-type test booklets are provided for most Regents examinations and competency tests and may be ordered on the regular order form. The braille and large-type test booklets ordered will be included in the regular shipment to the school. Only the exact number of copies required for the pupils actually taking each examination should be ordered. Because of the time required for the production of braille and large-type examination booklets, the Department may not be able to accept orders that are submitted after the last date set for receiving orders.

If a Regents examination or a competency test is to be administered to a visually handicapped pupil by reading the examination to the pupil, a special edition will not be necessary. The teacher can read from a regular printed edition and appropriate adjustments may be made in administration and in rating. (See "Reader-Administered Examinations," page 15.)

Sample copies of past examinations and reference tables in braille and large type may be borrowed from the Batavia Resource Center at the New York State School for the Blind, Richmond Avenue, Batavia, New York 14020 (716: 343-5384). To make this loan service possible, schools are asked to return all braille and large-type examinations and reference tables to the Department in the Regents box after each examination period.

Examinations for Pupils Whose Native Language Is Other Than English

Spanish language editions of the Regents examinations in ninth year mathematics and sequential mathematics, course I are available for Spanish-speaking pupils. These editions are provided for only the June examination period and can be ordered on the regular order form. All other Regents examinations are available only in English.

Information about the competency tests available for pupils with limited English proficiency is provided in the section of this manual entitled "Alternative Competency Testing Procedures for Pupils Whose Native Language Is Other Than English" (page 3). For the January and June examination periods, these tests may be ordered on a special order form that is sent to schools with the regular order form. For the August examination period, these tests may be ordered only for pupils who will complete the requirements for graduation by passing the tests in August. A separate request for these tests should be attached to the regular August order form.

Restricted Forms of Examinations

Certain Regents examinations and competency tests may be provided only in restricted form. For such examinations, each examination booklet is numbered and is shipped to the school and returned to the Department in a sealed envelope. Deputies, proctors, and teachers are not permitted to open an examination envelope or to read questions in an examination booklet for any reason except to assist a handicapped pupil or a pupil whose native language is other than English and who requires the services of a translator. (See page 10.) All copies of the examination booklets, whether used or unused, must be returned to the State Education Department.

When ordering the restricted form of an examination, order the exact number of booklets required. Order one booklet for each pupil to be tested and, if a pupil requires the services of a translator, one booklet for each person who will serve as a translator.

Reference Materials

Certain mathematics and science Regents examinations require the use of special reference tables. The necessary reference tables will be provided by the Department, and no other reference materials may be used by pupils taking these Regents examinations.

The reference tables may be printed either as a detachable part of the examination booklet or as a separate publication. Principals will be notified in advance as to which printing method will be used in each subject. In either case, the Department will include the proper quantity of reference tables in the examination shipment, based on the number of examinations ordered. No separate order for reference tables is required.

After each examination has been administered, the reference tables should be collected for classroom use during the subsequent year. If additional tables are needed for classroom use, they may be obtained by writing to the Bureau of Elementary and Secondary Testing Programs.

Supplementary Orders

Principals who find, after submitting their order forms, that they will need additional copies of Regents examinations or competency tests may obtain such copies by supplementary order from the Bureau of Elementary and Secondary Testing Programs. However, principals are urged to make a careful survey of the needs of the school before the original order form is submitted to obviate last-minute requests for examination materials. Supplementary orders entail considerable added administrative work in the Department. In addition, since printing orders must be placed at an early date, it may not always be possible to fill supplementary orders in any sizable quantity.

Safeguarding Examination Materials

It is the responsibility of the principal of each school ordering examination materials to make the necessary arrangements for safeguarding the materials shipped to the school. Before the Department will ship examination materials to a school, the principal must certify that the metal box(es) containing the examination materials will be stored in a safe or a vault that has reinforced walls and a metal door with a built-in lock. If such a safe or vault is not available in the school, the principal must make arrangements to store the examination materials in the vault of a bank or in the vault of another school, school district building, or BOCES building. If such arrangements cannot be made, it is the responsibility of the principal to notify the Bureau of Elementary and Secondary Testing Programs. After the necessary arrangements have been made, the principal must indicate on the Examination Storage Plan provided by the Department the location to which the examination materials should be shipped.

Approximately four weeks before the examinations are scheduled to be administered, the principals that ordered examination materials will be notified as to when the examination materials will be shipped to the schools or the other locations designated by the principals. Shortly before the expected delivery date, each principal should notify all personnel who may be expected to receive the shipment that an examination shipment will be delivered within the next few days. The personnel should be instructed to contact the principal immediately upon receipt of the examination shipment.

After the examination shipment has been delivered, the metal box(es) should be immediately placed in the vault or safe at the storage location designated by the school. The Regents box key and the combination or key to the vault or safe must be maintained under strict security conditions to preclude access to the examination

materials by pupils and other unauthorized persons. When the vault or safe where the examination boxes are stored is unlocked, it must be kept under continuous supervision by school personnel.

If the examination materials are stored in a building other than the school in which the examinations will be administered, the materials for both the morning and afternoon examinations of each day may be picked up from the storage location on the morning of that day. However, the materials for an examination can *not* be picked up from the storage location before the day on which that examination is scheduled to be administered. If the materials for both the morning and afternoon examinations are picked up in the morning, the principal must ensure that the afternoon examination materials are stored in a secure location during the morning. Also, the packages containing examination booklets, teacher dictation copies, and scoring keys are *not* to be opened until the day that each examination is to be administered.

Department personnel will make unannounced visits to some schools after the examinations have been delivered to verify that the tests are being properly stored and that the packages containing examination booklets, teacher dictation copies, and scoring keys are not opened until the day that each examination is to be administered. Failure of a school to observe the appropriate security precautions may result in cancellation of the school's privilege to administer examinations.

Shipment and Emergency Supplies of Examination Materials

Shipment of Examination Materials

Examination materials are shipped to the location designated on each school's Examination Storage Plan so as to arrive a few days prior to the start of the Regents examination period, except for the Native Language Writing Test. (See page 4.) The Native Language Writing Test is shipped directly to schools so as to arrive about four weeks before the beginning of the examination period. This is done to allow schools sufficient time to administer and score the test before the end of the examination period. All examination materials are shipped in locked metal boxes, except for the Native Language Writing Test and the answer sheet pads for the competency test in writing, which may be shipped separately in cardboard cartons when necessary. The padlock keys are sent to the principal by first-class mail on the same day that the metal boxes are shipped.

Checking Receipt of Examination Materials

When a shipment containing examination materials (the Regents box and/or cardboard carton) is received at the school, the principal or the principal's deputy should open the box at once to verify that all examination materials ordered have been received. If the examination shipment is checked as soon as it is received, the principal can avoid the problems that occur when the examination shipment is checked two or three days before the beginning of the examination period and it is determined that additional materials are needed. It is unlikely that the Department will be able to provide examination materials that are ordered less than five working days before the materials are needed.

When checking the examination shipment, the principal should use the List of Materials included as part of the examination shipment. The list will indicate the different types of materials that should have been received for each examination ordered. This procedure will help to ensure that the school has all of the materials required to administer each examination ordered. The packages of examination booklets must under no condition be opened at this time. The packages may *not* be opened until the day of the examination, just early enough to permit the distribution of materials prior to the scheduled starting time. After the check of examination materials has been completed, all examination booklets, teacher dictation copies, and scoring keys must be replaced immediately in the metal box, and the box must be relocked and immediately placed in a safe or vault for safeguarding until the date of the examination. If any discrepancy is found between the materials ordered and the materials received, the Bureau of Elementary and Secondary Testing Programs should be notified at once.

Emergency Supplies of Examination Materials

In January, June, and August, emergency supplies of examination materials are available from regional centers throughout the State. A list of the regional centers for each examination period is sent to each school with the order form. If sufficient time remains before an examination, schools needing additional copies of Regents examinations and competency tests should obtain such copies from the Bureau of Elementary and Secondary Testing Programs. Examination materials will be released from the regional centers only on the day of the examination, unless prior approval has been obtained from the Bureau of Elementary and Secondary Testing Programs.

The individuals who obtain materials from a regional center must present authorization written on school stationery and signed by the principal. This authorization

must identify the person and list the materials to be picked up.

Preparations for Testing

Orientation of Proctors

The principal must appoint a chief proctor for each room in which an examination is held and sufficient deputy proctors to maintain adequate supervision of pupils at all times. If both boys and girls are to take the examination, both men and women proctors should be in attendance.

Each proctor involved in the administration of Regents examinations and competency tests must read, prior to the examination date, the sections of this manual entitled "Conducting the Examinations" and "Instructions to Pupils" (pages 9–14). Each proctor that is involved in the administration of restricted examinations or in the administration of examinations to handicapped pupils should also read the sections of this manual that deal with those topics. Several days before the beginning of the examination period, the specific directions for administering and scoring the competency tests should be distributed to the proctors responsible for administering the tests. This will give proctors time to familiarize themselves with the instructions for administering Regents examinations and competency tests before the day of the examination.

A proctor orientation session should be held sometime before the beginning of each examination period. This session would allow the principal or the principal's deputy to (1) disseminate any special administrative information concerning the examination period, and (2) ensure that the proctors are familiar with the administrative procedures for the examinations which they will be administering.

All proctors must enforce in every particular the regulations for administering examinations. Each proctor must sign the Deputy and Proctor Certificate to indicate that the rules and regulations for administering examinations were properly observed.

Materials Provided by School and by Pupils

Each pupil must be provided with ruled answer paper for use with those sections of the Regents examinations where special answer sheets are not provided by the Department. If the quantity of answer sheet pads shipped for the competency test in writing is not sufficient and the principal is unable to obtain an emergency supply, ruled answer paper should be provided to pupils.

Other special materials, such as coordinate paper for the mathematics Regents examinations, should be provided to pupils as required. Scrap paper should be provided to pupils for the Regents examinations and competency tests as required.

Pupils should be informed before the day of the examination that they are expected to provide their own pens, pencils, erasers, and rulers. Information concerning the use of slide rules, calculators, and dictionaries by pupils is provided in the sections of this manual entitled "Use of Slide Rules and Calculators" and "Use of Dictionaries, Glossaries, and Translators" (page 10).

Preparation of the Examination Room

The room in which examinations are administered should be well lighted, well ventilated, and quiet. Preparations should be made before the testing period to keep noise and other distractions to a minimum. A "Do Not Disturb" sign should be placed on the door to prevent interruptions.

If examinations are to be administered in a classroom, the teacher using the room should be instructed to make sure that the room has been properly prepared. Desks and shelves under the desks should have been cleared of all books, papers, and other materials. Charts or maps on the walls and all chalkboard work must be completely covered or removed.

Arrangements should be made in advance to seat the pupils so that each pupil will be clearly visible to the proctor at all times and so that there will be the least possible opportunity for any communication between pupils. Alternate seating of pupils is recommended.

Machine-Scorable Answer Sheets

Machine-scorable answer sheets are provided by the Department for the competency tests in reading and mathematics. The answer sheets may also be hand scored using scoring overlays provided by the Department. For purposes of machine processing and local data collection, several grids containing spaces for recording various types of pupil identification information have been included on one side of the answer sheets. If the answer sheets are to be machine scored, it is essential that written instructions about the completion of these grids be prepared by the person in charge of testing and provided to all proctors administering the tests. Such instructions should be based on careful consideration of the types of pupil and score information needed by school personnel, as well as the requirements of the scoring center.

Machine-scorable answer sheets may be used for the objective portions of any Regents examination. Such answer sheets must be provided and scored by the school.

Because many Regents examinations do not lend themselves to machine scoring, care must be taken to see that pupils are not placed at a disadvantage because of the use of inappropriate answer sheets. When machine-scorable answer sheets are used for Regents examinations, instructions for the use of the answer sheets should be developed and provided to the proctors administering the examinations.

Modifications in Testing Procedures

Nonhandicapped Pupils. Principals may modify the testing procedures for nonhandicapped pupils when necessary, as long as the modifications do not significantly change the pupil skills being tested. For example, pupils with broken arms, pupils with temporary visual problems, or pupils who are in the hospital or at home because of an illness may qualify for testing modifications. In addition, pupils who have long-term conditions that affect their ability to take tests, but who are not classified as handicapped, may also qualify for testing modifications. The modifications that may be authorized when Regents examinations and competency tests are administered to such pupils are listed below.

- Time limit may be extended or waived.
- Tests may be administered in a special location.
- Answers may be recorded in any manner. This modification is allowed only for pupils who are visually impaired or physically unable to write. When answering any questions designed to measure writing ability in English or a foreign language, such pupils must provide all punctuation, the spelling of more difficult words, paragraphing, etc.
- Tests may be read to pupils. This modification is allowed only for those pupils whose vision is impaired. Only those tests or parts of tests that do *not* measure reading comprehension may be read to such pupils.

Prior permission need not be obtained from the Department for authorization of testing modifications for nonhandicapped pupils. However, a full report concerning each authorization should be sent to the Department along with the report forms for Regents examinations and competency tests.

Handicapped Pupils. Information concerning the administration of the Regents examinations and competency tests to handicapped pupils is contained in the section of this manual entitled "Administering Examinations to Handicapped Pupils" (page 14).

Conflicts

A pupil desiring to take more than one examination scheduled for the same session may do so, provided the principal is satisfied that the pupil's physical strength is not overtaxed thereby.

Adjustments may be made by the principal in the examination schedule, but caution must be exercised to prevent communication between the examinee and pupils who either took or will take the test at the regularly prescribed time. Arrangements should be made for supervised lunch and rest periods.

A pupil may not be allowed more time for an examination than is indicated on the examination booklet solely because of an examination conflict.

Conducting the Examinations

Time Regulations

The specific hours during which Regents examinations and competency tests must be administered are indicated on the examination schedules and on the examinations themselves. During the regular school year, examinations will generally be scheduled for 9:15 a.m. or for 1:15 p.m. In August, examinations will generally be scheduled for 8:30 a.m. or for 12:30 p.m. To allow sufficient time for giving directions and distributing examination materials, pupils should be instructed to be in their seats at least 15 minutes before the time specified for starting each examination.

Schools wishing to begin Regents examinations and competency tests earlier than the specified time may do so at the discretion of the principal. Regardless of the starting time, no pupil shall be permitted under any circumstances to hand in his/her test materials and leave the examination room before the following Uniform Statewide Admission Deadlines:

Uniform Statewide Admission Deadlines

	Morning Examinations	*Afternoon Examinations*
January, June	10:00 a.m.	2:00 p.m.
August	9:15 a.m.	1:15 p.m.

All pupils who arrive at the examination room before the Uniform Statewide Admission Deadline must be admitted to the examination, even if the pupils arrive after the starting time scheduled by the school. Pupils who arrive at the examination after the Uniform Statewide Admission Deadline, but who have been under the supervision of school personnel since the admission deadline, should be admitted to the examination if the principal is reasonably certain that the pupils did not have an opportunity to exchange information with other pupils who had already left the examination. Approval concerning the admission of any other pupils to an exami-

nation must be obtained from the Bureau of Elementary and Secondary Testing Programs before the pupils can be admitted to the examination.

The purpose of the Uniform Statewide Admission Deadline is to remove any possibility of the exchange of information between pupils at different examination centers. Strict conformity by all school principals to these regulations is required.

Latecomers for Regents examinations are not generally entitled to have the closing time extended. However, if pupils started an examination late because of extenuating circumstances beyond their control, the principal is authorized to extend the closing time of the Regents examination for these pupils. Further, when a Regents examination is administered under special conditions to a pupil who is handicapped, injured, or ill, the time may be extended at the discretion of the principal in order to allow the pupil reasonable time to complete the Regents examination under the special examination conditions.

Latecomers for the competency tests should be given as much time as needed to complete the tests. Although each competency test is scheduled for administration during a three-hour session, there are no time limits for the tests.

Use of Slide Rules and Calculators

Pupils may use slide rules during the science Regents examinations, but slide rules can be used only for checking purposes during the mathematics Regents examinations. Calculators may be used during the science and bookkeeping-accounting Regents examinations, but they can *not* be used in any manner during the Regents examinations in mathematics and in the business subjects other than bookkeeping-accounting.* With the exception of handicapped pupils, slide rules and calculators may *not* be used by pupils taking the competency test in mathematics. Information concerning the use of calculators by handicapped pupils is contained in the section of this manual entitled "Administering Examinations to Handicapped Pupils" (page 14).

Use of Dictionaries, Glossaries, and Translators

Dictionaries and Glossaries. When pupils whose native language is other than English take Regents examinations in subjects other than English and the foreign languages, they may use foreign language dictionaries and glossaries if these aids provide only word-for-word translations. Foreign language dictionaries and glossaries that provide definitions and other explanations, and English language dictionaries may *not* be used. Foreign language dictionaries, glossaries, and English language dictionaries may *not* be used by pupils whose native language is other than English when they take the competency tests.**

Translators. Pupils whose native language is other than English may also be provided with the services of a translator when they take Regents examinations in subjects other than English and the foreign languages. All translations must be oral, word-for-word translations; written translations are *not* allowed. Pupils whose native language is other than English may *not* be provided with the services of a translator when they take the competency tests.**

The translator may be given a copy of the examination booklet one hour before the starting time of an examination to become familiar with the material in the examination booklet. Translators who also serve as proctors must be familiar with the procedures for administering Regents examinations. Principals must take whatever precautions are necessary to assure that the examinations are properly administered and that the pupils receiving assistance are not given an unfair advantage.

Performance Subtests

The Regents examinations in earth science and in the modern foreign languages include subtests that require an evaluation of performance prior to the administration of the written sections of the examinations. Test materials for the earth science laboratory performance test are shipped to schools approximately two months before the written portion of each earth science Regents examination is scheduled to be administered. Teachers are expected to administer the laboratory performance test in accordance with the instructions provided in the teacher directions. Copies of the test materials for the performance test may be obtained from the Bureau of Elementary and Secondary Testing Programs.

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*The following guidelines must be observed when a school allows the use of calculators during the bookkeeping-accounting and science Regents examinations.

1. If any pupil uses a calculator during a bookkeeping-accounting or science Regents examination, all pupils must be provided access to a calculator during the examination session, either by pupils sharing calculators or by the school providing them.
2. All calculators brought to the examination room must be checked before the examination begins to ensure that the memory and programming units of the calculators do not contain any prerecorded information. If so, proctors must "clear" all prerecorded information from the calculators.
3. If pupils share calculators, proctors must "clear" all prerecorded information from the calculators when they are passed from one pupil to another.

**See pages 3 and 4 for information concerning the alternative testing procedures that may be provided for pupils whose native language is other than English when they take the competency tests.

Guidelines for measuring a pupil's oral performance in a modern foreign language have been provided to schools by the Department, and foreign language teachers are expected to evaluate each pupil's oral competency in accordance with these guidelines. Since no test materials, such as test booklets and answer sheets, are required for measuring oral performance, none are provided by the Department. Copies of the guidelines for measuring oral competency may be obtained from the Bureau of Foreign Languages Education.

Pupils who repeat a Regents examination in earth science or in a modern foreign language need not repeat the performance subtest if a satisfactory score was obtained as a result of the first testing. This means that the performance subtest scores should be kept on file by the principal.

Distribution of Teacher Dictation Copies

The teacher dictation copies for those Regents examinations that test listening skills or auditory comprehension should be distributed one hour before the scheduled starting time to the proctors who will administer the examinations. This will give the proctors sufficient time to familiarize themselves with the materials in the teacher dictation copies before the beginning of the examinations.

Pupil Declaration

Each pupil writing Regents examinations and competency tests other than the competency test in writing is required to sign the following declaration at the completion of the examination:

"I do hereby affirm, at the close of this examination, that I had no unlawful knowledge of the questions or answers prior to the examination, and that I have neither given nor received assistance in answering any of the questions during the examination."

For the competency test in writing, the declaration has been modified since it must be signed at the beginning of the examination session.

The declaration for each examination is printed on the answer sheet, the examination booklet, or the Student Identification Sheet provided by the Department for that examination. The proctor should check to be sure that each pupil has signed the declaration before the pupil leaves the examination room. Examination papers lacking a signed declaration should not be scored until the pupil's signature has been obtained.

Supervision of Pupils

1. *Identification of Pupils.* Plans should be made before the administration of examinations to verify the identity of each pupil entering the examination room, especially pupils who are not enrolled in the school in which they are taking examinations. Accurate records should be kept of the pupils that take each examination so that it will be possible to confirm the presence or absence of a pupil for each examination that is administered.
2. *Checking for Unauthorized Materials.* Pupils who are taking Regents examinations and competency tests should be under close supervision at all times during the examination session. When pupils enter the examination room, all materials brought into the examination room should be inspected to make sure that the materials do not contain any unauthorized notes or printed material that would give the user an unfair advantage. Information concerning the materials that pupils may bring into the examination room is contained in the section of this manual entitled "Materials Provided by School and by Pupils" (page 8).
3. *Communication Between Pupils.* Pupils must not be permitted to communicate with one another in any way during the examination period. If, in the opinion of the proctor, any such communication has occurred, the pupils should be warned that any further communication will result in the termination of their examinations. If necessary, the pupils should be moved to another location. If these steps fail to end the communication, the principal should be notified immediately and the pupils' examinations terminated.
4. *Aid to Pupils.* No one, under any circumstances, may interpret or explain examination questions to pupils, nor may anyone review or comment on the answer paper of a pupil while the examination is in progress. In response to inquiries by pupils concerning the meaning or interpretation of examination questions, proctors should advise them to use their own best judgment.
5. *Clock.* A clock should be in sight of all pupils. If this is not possible, it is the duty of the proctors to indicate the time on the chalkboard at intervals not exceeding ½ hour throughout the examination period.
6. *Temporary Absence from Examination Room.* No pupil may be permitted to leave and then return to the examination room during any session of the examination unless accompanied by a proctor. Pupils who withdraw from the sight of the proctor during any examination session must have their examinations for that session terminated. Any examination paper that is removed from the examination room without authorization or that is not submit-

ted to the proctor at the close of the examination must be nullified.

7. *Emergency Evacuation of a School Building.* Evacuation of a school building during an examination may be required because of an emergency, such as a fire alarm or a bomb threat. In any situation in which the safety of the pupils is endangered, the principal has full authority to interrupt the examination immediately. If it is possible, the pupils should be kept under supervision during the emergency. Then, if work can be resumed, the time for the examination should be extended so that the pupils will be allowed their full time for the examination. Following the examination, a report of the circumstances should be made to the Bureau of Elementary and Secondary Testing Programs.

Fraud

Fraud includes the use of unfair means to pass an examination, giving aid to or obtaining aid from another person during an examination, alteration of any Regents credential, and intentional misrepresentation in connection with examinations or credentials. Attention is called to section 225 of the Education Law, which makes fraud in examinations a misdemeanor.

A pupil should be considered as having committed fraud only when there is evidence that the pupil attempted to either obtain or give aid while taking an examination. If a pupil violates one of the prescribed State and/or local policies for taking examinations, but did not attempt to either obtain or give aid, the student should not be accused of fraud. For example, if a pupil leaves the examination room without the permission of a proctor, but is under the supervision of school personnel at all times while out of the room and there is no evidence that the pupil attempted to either obtain or give aid, the pupil should be disciplined only for leaving the examination room without permission and not for having committed fraud.

If, in the judgment of the principal, a pupil has been found guilty of committing or of attempting to commit fraud during an examination, the principal is authorized to cancel the pupil's examination. The pupil should be excluded from any subsequent examination until such time as the pupil has demonstrated by exemplary conduct and citizenship, to the satisfaction of the principal, that the pupil is entitled to restoration of this privilege. When an examination is cancelled, no score should be entered on the pupil's permanent record.

Before such penalty is applied, the pupil accused of fraud shall be given an opportunity to make satisfactory explanations and to meet with the local board of education, or a person designated by such board, together with the pupil's parents and (if so desired by the parents) an attorney, all of whom shall be given the opportunity to ask questions of the school officials and any other person having direct personal knowledge of the facts. The principal shall report promptly to the Bureau of Elementary and Secondary Testing Programs the name of each pupil penalized under this regulation, together with a brief description of circumstances and the final action taken.

Instructions to Pupils

General Instructions

Before a Regents examination or a competency test begins, the pupils should be advised:

1. To remove all books, notes, or other aids from their reach or sight during the examination
2. To read the questions carefully and to follow instructions
3. To make sure that they have completely filled in the heading of the answer sheet or answer booklet
4. To use a pen in writing their answers, with the following exceptions:
   a. Making drawings and diagrams
   b. Marking machine-scorable answer sheets
   c. Circling tentative answers on the science answer sheets
5. Not to use red ink or red pencil
6. Not to erase answers written in ink, but to cross out the original answer with a single line and then write the new answer
7. To sign the pupil declaration at the proper time
8. That any attempts either to obtain or give aid will result in the termination of their examinations

Specific Instructions

The specific instructions for administering each Regents examination and competency test are provided on pages 12 through 14. If a Regents examination or a competency test is offered in "Restricted Form," a separate set of instructions is provided with the examination.

Bookkeeping – Accounting

Distribute one answer booklet to each pupil. Have the pupils complete the heading and read the directions on the cover of the answer booklet. Then distribute one examination booklet, face up, to each pupil, and have the pupils read the directions on the cover. Then instruct the pupils to open their examination booklets and begin work.

The examination must be concluded exactly three hours after the actual starting time. If pupils still remain at the end of this time, instruct them to stop working, sign the declaration, and put their pens down. Collect the answer booklets. Then collect the examination booklets and dismiss the pupils.

Business Law

Distribute one examination booklet, face up, to each pupil. Instruct the pupils to read the directions on the cover, carefully remove the answer booklet which is stapled in the center of the examination booklet, and fill in the heading on the answer booklet. When each pupil has finished filling in the heading, instruct the pupils to open their examination booklets and begin work.

The examination must be concluded exactly three hours after the actual starting time. If pupils still remain at the end of this time, instruct them to stop working, sign the declaration, and put their pens down. Collect the answer booklets. Then collect the examination booklets and dismiss the pupils.

Business Mathematics

Distribute one answer booklet to each pupil. Have the pupils complete the heading of the answer booklet. Then distribute one examination booklet, face up, to each pupil, and have the pupils read the directions on the cover. Then instruct the pupils to open their examination booklets and begin work.

The examination must be concluded exactly three hours after the actual starting time. If pupils still remain at the end of this time, instruct them to stop working, sign the declaration, and put their pens down. Collect the answer booklets. Then collect the examination booklets and dismiss the pupils.

Comprehensive Examination in English

Distribute one examination booklet, face up, to each pupil. Also distribute the paper on which pupils will write their answers for Part II and Part III. Instruct the pupils to read the directions on the cover of the examination booklet and to detach the answer sheet and fill in the heading.

All comprehensive examinations in English contain a listening comprehension section. Follow the directions for administering the listening comprehension section that are given in the Directions for Teachers. After the listening comprehension section has been completed, instruct the pupils to continue with the rest of the examination.

The examination must be concluded exactly three hours after the actual starting time. (The starting time is the time when the proctor begins the administration of the listening comprehension section.) If pupils still remain at the end of this time, instruct them to stop working, sign the declaration, and put their pens down. Collect the answer papers. Then collect the examination booklets and dismiss the pupils.

Comprehensive Examination in French
Comprehensive Examination in German
Comprehensive Examination in Hebrew
Comprehensive Examination in Italian
Comprehensive Examination in Spanish

The directions for distributing the test materials and administering Part 1 and Part 2 are included in the Teacher Dictation Copy for each examination. After Part 2 has been completed, the pupils should be instructed to continue with the rest of the examination.

Each examination must be concluded exactly three hours after the actual starting time for Part 1. If pupils still remain at the end of this time, instruct them to stop working, sign the declaration, and put their pens down. Collect the answer booklets. Then collect the examination booklets and dismiss the pupils.

Comprehensive Examination in Latin

Distribute one examination booklet, face up, to each pupil. Instruct the pupils to read the directions on the cover and to detach the answer sheet and fill in the heading. When each pupil has finished filling in the heading, instruct the pupils to open their examination booklets and begin work.

The examination must be concluded exactly three hours after the actual starting time. If pupils still remain at the end of this time, instruct them to stop working, sign the declaration, and put their pens down. Collect the answer sheets. Then collect the examination booklets and dismiss the pupils.

Ninth Year Mathematics
Tenth Year Mathematics
Eleventh Year Mathematics
Sequential Mathematics, Course I
Sequential Mathematics, Course II
Sequential Mathematics, Course III

For each examination, distribute one examination booklet, face up, to each pupil. Instruct the pupils to read the directions on the cover, detach the answer sheet (and reference tables, if applicable), and fill in the heading of the answer sheet. Also distribute graph paper and the paper on which the pupils will write their answers to Part II (and Part III for sequential math, course II). When each pupil has finished filling in the answer sheet heading, instruct the pupils to open their examination booklets and begin work.

Each examination must be concluded exactly three hours after the actual starting time. If pupils still remain at the end of this time, instruct them to stop working, sign the declaration, and put their pens down. Collect the answer papers. Then collect the examination booklets (and reference tables, if applicable) and dismiss the pupils.

Biology
Chemistry
Earth Science
Physics

For each examination, distribute one examination booklet (and reference tables for earth science), face up, to each pupil. Instruct the pupils to follow the directions on the cover for detaching the answer paper (and the reference tables for chemistry and physics) from the examination booklet. Have the pupils fill in the heading on the answer paper.

Make sure that the pupils read carefully the directions on the cover for marking the answers on the answer paper. Emphasize that only a pencil should be used in circling the tentative answers on the answer paper and that a pen should not be used until the pupil is ready to submit the final answers at the end of the examination. When all pupils understand the directions for marking their answers, instruct them to begin the examination. The proctor should make sure that only pencils are being used.

When a pupil is ready to mark the final answers, the proctor should check the answer paper to see that the right number of groups of questions has been selected for Part II (and Part III for the biology examination), and then collect the examination booklet (and reference tables, if applicable). Instruct the pupil to place an X *in ink* in the single penciled circle for each Part I and Part II question answered (and Part III question for biology, if applicable) and to sign the declaration. When the final marking of the answer paper is completed, collect the answer paper and dismiss the pupil. Each examination must be concluded exactly three hours after the actual starting time.

Comprehensive Examination in Social Studies

Distribute one examination booklet, face up, to each pupil. Instruct the pupils to read the directions on the cover and to detach the answer sheet and fill in the heading. Also distribute the paper on which the pupils will write their answers to the Part II and Part III questions. When each pupil has finished filling in the answer sheet heading, instruct the pupils to open their examination booklets and begin work.

The examination must be concluded exactly three hours after the actual starting time. If pupils still remain at the end of this time, instruct them to stop working, sign the declaration, and put their pens down. Collect the answer papers. Then collect the examination booklets and dismiss the pupils.

Regents Competency Test in Reading
Regents Competency Test in Mathematics
Regents Competency Test in Writing

Directions for administering the competency tests are included in the Directions for Administering and Scoring for each of the tests.

There are no time limits for the competency tests, although each test is scheduled for administration during a three-hour examination session. For most pupils, the working time for each test will be less than three hours. However, pupils should be given as much time as necessary to answer as many questions as they are capable of answering.

Administering Examinations To Handicapped Pupils

Use of Modifications in Testing Procedures

Regents Competency Tests. School principals must ensure that pupils with handicapping conditions are provided with the modified testing procedures approved by the Committee on the Handicapped and included on each pupil's Individualized Education Program (IEP). Principals must also ensure that only those modifications permitted by each pupil's IEP are used. The use of such modifications provides handicapped pupils with the opportunity to demonstrate mastery of the basic skills of reading, writing, and mathematics without being limited or unfairly restricted by the existence of handicapping conditions.

The table in Appendix IV provides guidance as to the modifications that may be authorized when the competency tests are administered to pupils with handicapping conditions. Any of the modifications noted in the table may be authorized by the Committee on the Handicapped for any handicapped pupil.

Regents Examinations. The modifications in testing procedures that may be authorized for handicapped pupils taking the competency tests may also be authorized for handicapped pupils taking Regents examinations with the following exceptions:

1. Questions designed to measure reading ability in English or a foreign language may not be read to any handicapped pupil taking Regents examinations.
2. Answers to questions designed to measure writing ability in English or a foreign language may be recorded in any manner only by handicapped pupils who are visually impaired or physically unable to write. When recording their answers, such pupils must provide all punctuation, the spelling of more difficult words, paragraphing, etc., so that the same writing skills are being measured for all pupils.
3. Calculators can *not* be used by any handicapped pupil taking a mathematics Regents examination.

Additional information concerning the use of modified testing procedures for pupils with handicapping conditions is available in the publication "Alternative Testing Techniques for Students With Handicapping Conditions." This publication may be obtained from the Bureau of Elementary and Secondary Testing Programs.

Large-Type Examinations

In general, large-type examinations should be administered according to the same procedures as those used for regular examinations. Large-type examinations are exact reproductions (136% enlargements) of the regular examinations. They have the same directions, questions, etc., as the regular examinations. They may be administered in the same room at the same time and with the same directions as those used for the regular examinations.

Braille Examinations

The braille examinations require no special directions to pupils. The proctor administering a braille examination does not need to be able to read braille. The examination booklet provides the pupil with complete directions and descriptions. The questions provided for braille examinations are the same as those on the regular examinations. All questions are numbered exactly the same as those on the regular examinations. Separate or special answer sheets are not provided with copies of braille examinations. The pupil may answer the questions in any manner appropriate and familiar to the pupil. The pupil may write, type, or braille the answers, dictate them to a proctor or a mechanical recording device, or use any combination of these methods.

When a braille examination is prepared by the Department, any question omitted because it could not be reproduced in braille is clearly indicated in braille on the examination booklet and in type on the scoring key. When questions are omitted, the credits are prorated on a special scoring key that is enclosed with the braille booklet and do not need to be prorated by the person scoring the examination.

Reader-Administered Examinations

The regular examination booklet should be used when a proctor "reads" an examination to a pupil. The principal should provide the proctor with an examination booklet one hour in advance of the required starting time so that the proctor can become familiar with the examination questions before reading them to the pupil.

When an examination is being read to a handicapped pupil, questions that cannot be answered because of the pupil's handicap should be omitted and the credit prorated. The decision as to which questions, if any, are to be omitted should be made for each pupil in terms of the specific nature of the pupil's handicap. The decision should be made, and approved by the principal, when the proctor is reviewing the examination questions prior to the beginning of the examination. Credits for questions omitted on a reader-administered examination, therefore, will need to be prorated by the person scoring the examination. (See "Rating Examination Papers for Handicapped Pupils," page 17.)

Reference Materials for Regents Examinations

All information normally provided to a pupil taking a Regents examination should be provided for the handicapped pupil. All reference materials for Regents examinations—tables, charts, graphs—are available in large type and in braille. These materials will be supplied with the braille or the large-type examinations. When an examination is "read" to a pupil, the proctor may "read" the required reference information to the pupil as long as it does not give the pupil an unfair advantage. Any question for which the information cannot be provided without directly or indirectly indicating the answer should be omitted and the credit prorated.

Administering Restricted Examinations

Safeguarding and Distributing Examination Materials

Instructions for the administration of restricted forms of Regents examinations and competency tests are provided in the examination shipment. Extreme care must be taken to assure that all copies of restricted examinations can be accounted for at all times. If necessary, a written record of individual booklet numbers should accompany the transfer of examinations from the principal to the deputies. Under no circumstances should copies of the examinations be left unattended.

Each restricted examination booklet will be enclosed in a sealed envelope, which must be distributed to the pupil with the seal intact. Each pupil is to break the seal of the envelope at the time designated. *Deputies, proctors, and teachers are not permitted to open an examination envelope or to read the questions in an examination booklet for any reason except to assist a handicapped pupil or a pupil whose native language is other than English.* (See "Use of Dictionaries, Glossaries, and Translators," page 10.)

Answer sheets for restricted Regents examinations are included in each examination envelope as the last page of the examination booklet. Answer sheets for restricted competency tests, except for the foreign language editions of the RCT in mathematics, are provided separately and are not included in the examination envelope.

Replacing Defective Examination Booklets

In case a pupil should receive a defective examination booklet, the proctor should provide the pupil with a new envelope. The pupil should break the seal and write the new examination booklet number on the answer sheet above the old number. The pupil will then seal the defective examination booklet in its original envelope. The proctor should write "Contains defective booklet" on the sealed envelope. All defective booklets should be reported in writing to the Bureau of Elementary and Secondary Testing Programs. The report should include the name of the pupil and the booklet number. (The same procedure should be followed in the case of a defective answer sheet.)

Collecting and Rating Examinations

When each pupil completes the examination and is ready to hand in the examination materials, the proctor should first collect the pupil's answer sheet. Each pupil should then be instructed to reseal the examination booklet in the envelope, following the instructions printed on the blue label which is included in each restricted examination envelope. The instructions printed on the label direct the pupil to:

1. Replace the examination booklet (but not the answer sheet) in the envelope so that the booklet number printed in the lower left-hand corner of the booklet appears in the window of the envelope.
2. Remove the backing from the gummed label and apply the label across the flap in the space outlined by dotted lines.
3. Sign his or her name across the label and onto the envelope.

If a pupil accidentally seals the answer sheet in the envelope or seals the envelope without enclosing the examination booklet, the pupil should be instructed to open the envelope and remove the answer sheet or enclose the examination booklet, as the case may be, and then reseal the envelope with a new gummed label. The proctor should note on the front of the envelope the reason for reopening the envelope. All errors in envelope procedures should be reported in writing to the Bureau of Elementary and Secondary Testing Programs. The report should include the name of the pupil, the booklet number, and the reason for the irregularity.

All examination booklets must be returned to the Department, unused booklets in the sealed envelopes and used booklets in envelopes with the gummed label properly attached and signed. The answer sheets for restricted examinations should be scored at the school using the scoring key provided by the Department.

Administering Restricted Forms to Handicapped Pupils

Restricted forms of Regents examinations are available in both large type and braille and may also be "read" to handicapped pupils. When administering a restricted form to a handicapped pupil, a proctor should follow the same procedures as those followed when administering nonrestricted forms to handicapped pupils. (See "Administering Examinations to Handicapped Pupils," page 14.) In addition, the proctor should follow the special procedures outlined in the preceding sections for administering restricted examinations to nonhandicapped pupils. The only exception permitted is when a pupil cannot read a question or a word on a braille examination. In this instance, the proctor may break the seal on an envelope containing a restricted booklet and use the booklet to read the question or questions to the pupil. As soon as the examination is over, the proctor must reseal the examination booklet in the envelope and attach a signed explanation to the envelope.

Administering Restricted Forms to Pupils Whose Native Language Is Other Than English

When a restricted form of a Regents examination is administered to a pupil with limited English proficiency who requires the services of a translator, the procedures outlined earlier in this section and the guidelines for translators provided on page 10 should be followed. Both the pupil and the translator are allowed to read the questions in the test booklet.

RATING EXAMINATION PAPERS, RECORDING SCORES, AND PROVIDING REMEDIATION

Rating Examination Papers

General Information

The principal is responsible for establishing rating procedures that will assure reasonable confidence in the accuracy of the scores assigned to the answer papers by individual teachers or by committees of teachers. The principal is responsible for the rating of all papers written in the school, including papers written by persons admitted to examinations in subjects not regularly taught in the school, papers written by persons not enrolled in the school, papers written by pupils taking the foreign language editions of the competency tests, and papers written in braille.

If possible, all Regents examination and competency test answer papers should be rated by two teachers to ensure that the answer papers are accurately rated. This includes those answer papers for examinations that contain only multiple-choice questions as well as those that contain essay questions. If machine-scorable answer sheets are used for an examination, a sample of the answer sheets should be hand-scored after the machine scoring is completed to ensure that the machine scoring was done accurately. Instances of pupils having received incorrect scores because of inaccuracies in machine scoring are found during the Department review of answer papers.

Rating Regents Examinations

When answer papers are handed in, they must not pass from the custody of the teachers until the rating has been completed. As far as practicable, the cumulative system of rating should be used. That is, the number of credits allowed any answer should be added to the preceding total and the total cumulative score written at the right-hand side of the paper at the end of each answer. Teachers must use red pen or red pencil. In the scoring of objective questions, all incorrect and omitted answers should be distinctly marked by the teachers. If the examination provides for fractional credit and the total score involves a fraction of ½ or more, the total score should be raised to the next highest integer; if the total score involves a fraction less than ½, the fraction should be dropped. The initials of the teacher rating each answer paper must be clearly written on the paper. Where an answer key is provided by the Department, teachers must rate strictly according to the key. Credit may be allowed for other answers only if they are clearly equivalent to the key answer. Permission must be obtained from the Department before pupils can be given credit for any answer that is not clearly equivalent to the key answer. Credit may *not* be given for answers that the teacher may consider merely "possible" or "reasonable."

In the interest of uniform rating standards, all teachers involved in rating Regents examinations should be thoroughly familiar with the rating instructions provided by the Department. Accompanying each Regents examination is a scoring key which contains the directions for rating the multiple-choice and short-answer questions and, if applicable, guidelines for rating the essay parts of the examination. Additional information on the rating of the mathematics and social studies Regents examinations is available in separate rating guides. Copies of these rating guides may be ordered directly from the Bureau of Elementary and Secondary Test Development.

Rating Competency Tests

Reading and Mathematics. The procedures to be followed when either hand scoring or machine scoring the answer sheets for the competency tests in reading and mathematics are included in the Directions for Administering and Scoring provided with each of the tests. It should be noted that for the competency test in mathematics, Part A must be hand scored before the answer sheets can be machine scored.

Writing. Before beginning the rating process for the competency tests in writing, the principal of each school should set up a procedure for collecting and processing the answer papers. The rating should be completed as soon as possible after the administration of the test, but only after teachers have had sufficient time to become familiar with the method of rating the answer papers. Detailed directions for rating the answer papers are included in the scoring key and in the publication *Regents Competency Test in Writing: Directions for Administering and Scoring.*

Rating Examination Papers for Handicapped Pupils

To the fullest possible extent, the same standards should be used to rate the Regents examination and competency test answer papers of handicapped pupils as are used to rate the papers of other pupils. The principal

may authorize variations only if they are required by and consistent with approved modifications in testing procedures.

When questions must be omitted from an examination for a handicapped pupil, the credits for the questions omitted must be prorated by the person rating the examination. The computation procedures to be followed when prorating credits for omitted questions are illustrated by the example below. The example is for a handicapped student who was authorized by the principal to omit 10 questions worth one credit each. The pupil obtained 60 credits out of the remaining possible total of 90 credits. The prorated score, therefore, is 67 percent.

$$\text{Prorated Examination Score} = \frac{\text{Pupil's actual score on required questions}}{\text{100 - credit value of omitted questions}} \times 100$$

$$\text{Prorated Examination Score} = \frac{60}{100 - 10} \times 100 = \frac{60}{90} \times 100 = 67\%$$

Passing Scores

The minimum passing score for Regents examinations and for the competency tests in mathematics and writing is 65 percent, with the exception of those pupils who are attempting to earn course credit by examination under Section 100.5(d)(1) of the Commissioner's Regulations. The minimum passing score for those pupils is 85 percent. The minimum passing score for the competency test in reading may vary from one test to another because of differences in the readability levels of the passages used. The passing score is indicated on the scoring key provided for each test. Regardless of the specific raw score that is required to pass a particular competency test in reading, the meaning of the passing score does not change. It represents a 70% likelihood of success in reading with comprehension the prose material typically used in required high school courses.

Recording Examination Scores

General Information

The Department does not keep any records of Regents examination and competency test scores. Therefore, it is most important that the permanent records maintained by the school be complete and accurate. Each time that a pupil takes an examination at the scheduled time under proper supervision, the name of the examination, the date of administration, and the score must be entered on the pupil's permanent record, unless the score has been cancelled because of fraud.

If a pupil who has failed an examination retakes the examination and achieves a passing score, the local district may make the decision to record only the higher score on the pupil's transcript. (All scores *must* be recorded on the *permanent record.*) If the pupil should take the examination again to raise the score but achieves a lower score, the pupil's option to have only the highest score reported on the transcript should be honored. These decisions should be made in consultation with the pupil, and the pupil's choice of score for official transcript purposes should be respected whenever possible.

Regents Examinations

No examination score should be entered as a Regents examination score unless it has been obtained on a Regents examination or an examination prepared or approved by the Department for Regents credit. For example, scores obtained on examinations such as the Statewide Achievement Examination in Social Studies or the Examination in General Chemistry are not Regents examination scores and must *not* be recorded on the permanent record as Regents examination scores.

Competency Tests

For the competency tests in reading and in mathematics, the school should record the raw score obtained by the pupil and indicate whether the raw score is a passing or failing score. The date that the test was taken should also be recorded for the reading test since the passing score varies for each administration of the test. (For example, if a pupil answered 42 questions correctly on the January 1986 competency test in reading, the school should have recorded a raw score of 42, the letter F to indicate a failing score, and the date 1/86.)

For the competency test in writing, the school should record the score obtained by each pupil, which is expressed in terms of a percentage, and indicate whether the score is a passing or failing score. *For those pupils whose writing answer papers are sent to the Department for review, the scores should not be recorded on the permanent record until the school has received the official results of the rating review from the Department.*

If a modified testing procedure is used by a pupil with a handicapping condition or an alternative competency testing procedure is used by a pupil whose native language is other than English, the pupil's permanent record should indicate the nature of the testing modification and/or the names of any alternative tests used.

Remediation for Pupils Who Fail the Competency Tests

The Regulations of the Commissioner of Education require that pupils who fail the Regents competency test in reading, mathematics, or writing shall be provided with the appropriate remedial instruction to enable them to pass the test by the time they are otherwise qualified to graduate. The regulations also require that the parent or guardian of each such pupil shall be notified in writing, by the principal, of the test results and the content and scope of the remedial program that the pupil is to receive. Appendix V contains a sample of the type of letter that should be sent to the parent or guardian of a pupil who failed the Regents competency test in mathematics.

Questions concerning remedial instruction for pupils who do not pass the Regents competency tests should be addressed directly to the appropriate subject bureau. (See Appendix I.)

REPORTING RESULTS AND RETURNING TEST MATERIALS TO THE DEPARTMENT

Regents Examination Report

Regents examination results must be submitted to the Department after each examination period for all pupils taking the examinations. The examination results for pupils must be reported by the school in which the pupils are enrolled, even though the pupils may have taken the examination in another school. For each public school district except New York City, the appropriate report forms will be sent to the superintendent of the district about three weeks before the beginning of each examination period. The superintendent, or his/her designee, will be responsible for the completion and the return of all report forms to the Department. For each nonpublic school and New York City public school that ordered examinations, the report form will be sent to the principal of the school about three weeks before the beginning of each examination period, and it will be the responsibility of the principal to complete and return the form to the Department.

Directions for completing and returning the Regents Examination Report to the Department are provided on the back of the form. The information required by the report form includes the number of Regents examination papers written and the number passing in each subject. Data about every Regents examination administered, for whatever purpose, must be included on the report form. The form should *not* be used to report the administration of experimental examinations, even if Regents examination credit is allowed. The principal of each school is required to sign the report form. By signing the form, the principal is certifying that the rules and regulations for administering Regents examinations were faithfully observed.

The Regents Examination Reports should be returned to the Department as soon as possible after each examination period. The school's copy of the report form must be kept on file for a period of ten years.

Regents Competency Test Report

Regents competency test results must be submitted to the Department after each examination period for all pupils taking the tests. The test results for pupils must be reported by the school or school district in which the pupils are enrolled, even though the pupils may have taken the tests in another school or school district. For each public school district except New York City, the appropriate report forms will be sent to the superintendent of the district about three weeks before the beginning of each examination period. The superintendent, or his/her designee, will be responsible for the completion and return of all report forms to the Department. For each nonpublic school that ordered the tests, the report form will be sent to the principal of the school about three weeks before the beginning of each examination period, and it will be the responsibility of the principal to complete and return the form to the Department. No report forms will be sent to New York City public schools since all of the required data will be collected and reported to the Department by the New York City Central Board of Education.

Instructions for completing and returning the Regents Competency Test Report to the Department will be sent along with the report form. The information required by the report form includes the number of Regents competency test answer papers written in each grade in which the tests are administered and the number of passing papers for each grade. The test results for handicapped pupils must be reported separately from those for nonhandicapped pupils.

The Regents Competency Test Reports should be returned to the Department as soon as possible after each examination period. The report forms should be photocopied before they are sent to the Department and the copies of the report forms kept on file in the school and/or district offices for a period of ten years.

High School Graduation Report

High school graduation data must be submitted to the Department for each school that is authorized to award high school diplomas. Two forms will be sent to school administrators to collect high school graduation data. One form will be used to collect data for pupils who met the requirements for graduation during the regular school year (September 1–June 30). The second form will be used to collect data for pupils who met the requirements for graduation in July and August. The data reported for pupils must be based on when the pupils actually complete all requirements for graduation, not on when they receive their diplomas, if the diplomas are

awarded sometime after they satisfy the requirements for graduation. The data for handicapped pupils must be reported separately from those for nonhandicapped pupils.

For each public school district except New York City, two report forms for each school authorized to issue diplomas will be sent to the superintendent of the district about four weeks before the end of the school year. The superintendent, or his/her designee, will be responsible for the completion and the return of the forms to the Department. For each nonpublic school authorized to issue diplomas, the report forms will be sent to the principal of the school about four weeks before the end of the school year, and it will be the responsibility of the principal to complete and return the forms to the Department. No report forms will be sent to New York City public schools since all of the required data will be collected and reported to the Department by the New York City Central Board of Education.

The High School Graduation Report Forms enable the Department to determine the number of local high school diplomas, Regents diplomas, and certificates issued during each school year as well as the number of "diploma candidates" who did not receive local high school diplomas and the reasons why they did not receive such diplomas. The forms also provide information about the number of handicapped pupils who receive certificates.

Instructions for completing and returning the report forms to the Department will be sent along with the report forms. The form for the regular school year should be returned on or before June 30. The second form should be returned only for those schools that had pupils completing all requirements for graduation in July or August and should be returned by August 31. The report forms should be photocopied before they are sent to the Department and the copies of the forms kept on file in the school and/or district offices for a period of ten years.

Score Distribution Report

Each year the Department prepares tables of percentile equivalents, means, standard deviations, and reliability coefficients for the June Regents examinations. In order to obtain the data necessary to provide these statistics, principals are asked to complete a Score Distribution Report for each subject for which papers are submitted for review for the June Regents examination period. Thus, the random sampling procedures used to select the review sample are also used in gathering Regents examination data.

The Score Distribution Report is sent to principals with the notice of the papers to be submitted for Department review, and the completed form should be returned in the Regents box. Directions for completing the form are provided on the form.

Teacher Evaluation Reports

One of the main sources for improving Regents examinations and competency tests is the evaluations provided by the teachers who administer the examinations. The teachers and test development specialists who prepare the examinations review and study these evaluations before preparing each new examination. To facilitate the evaluation process, evaluation forms are enclosed in each Regents box. These forms should be distributed so that all teachers who administer Regents examinations and competency tests may have the opportunity, if they wish to do so, to comment on the examination materials and the procedures for administering the examinations. All completed forms should be returned in the Regents box.

Deputy and Proctor Certificate

Each deputy and proctor must certify, by individually signing this certificate, that the rules and regulations for administering Regents examinations and competency tests were faithfully observed. The certificate should be returned in the Regents box.

Materials to be Returned in Regents Box

The following materials should be returned in the Regents box:

1. Regents examination and competency test answer papers indicated by the review request form (In August, all answer papers should be returned.)
2. White answer papers and gridded identification sheets indicated by the green sheet of instructions entitled "Directions for Returning Materials for the Regents Competency Test in Writing" (The answer papers that are not returned to the Department should be retained on file in the school for one year.)
3. All copies, used and unused, of restricted forms of Regents examinations and competency tests
4. All copies of braille and large-type materials
5. Regents Examination Report (Return only the yellow copy in the Regents box. The white copy should be returned by first-class mail to the Bureau of Elementary and Secondary Testing Programs as soon as possible after each examination period.)
6. Score Distribution Reports for June examination period only (Do not fold.)
7. Deputy and Proctor Certificate

8. Evaluation forms for all Regents examinations and competency tests administered (Do not fold.)
9. Padlock keys (Please insert padlock keys into the envelope provided before placing them in the Regents box.)

Return all Regents boxes as soon as possible after the examination period. Each school must pay for the return shipment of its Regents boxes. The boxes may *not* be returned collect. The smaller boxes (70 pounds or less) may be returned by United Parcel Service (UPS). The large boxes may be returned by any other transportation company. Regardless of the method used, the school must call the transportation company, make the necessary arrangements, and pay for the return shipment.

REVIEW OF EXAMINATION PAPERS

Local Review

Pupils and the parents of pupils who have taken Regents examinations and competency tests have the right to review the pupils' answer papers after the papers have been scored and the pupils' grades recorded on their permanent records. If a pupil's answer paper has been sent to the Department, the principal should contact the Bureau of Elementary and Secondary Testing Programs, and the paper will be returned to the school. Answer papers should be reviewed in the presence of the principal, or his/her designee, to ensure that the answer papers are not changed as they are being reviewed. Copies of answer papers may be provided to pupils and their parents on request.

Occasionally, the accuracy of the local rating of an answer paper may be questioned by a pupil or pupil's parent. When this occurs and differences cannot be resolved at the local level, it is recommended that the principal send the answer paper to the appropriate subject bureau in the Department for rerating. The answer paper will be rerated and returned to the school, showing both the local rating and the Department rating. Answer papers will be rerated only at the request of a high school principal or a superintendent of schools.

Department Review of Regents Examinations and of the Regents Competency Tests in Reading and Mathematics

At the conclusion of each Regents examination period, the principal of each school administering Regents examinations and/or the competency tests in mathematics and reading is required to submit for Department review both the passing and failing answer papers for certain examinations. The purpose of the Department review is to ensure that all schools are following the same procedures and applying the same standards when rating Regents examinations and competency tests.

In January and June, a random sampling procedure is used so that the subjects selected will vary from school to school and from year to year. Under this sampling procedure, every answer paper written in a school is equally likely to be selected regardless of which papers may have been reviewed in previous years. The principal of each school is sent a Review of Regents Examinations and Competency Tests request form that indicates the answer papers that must be returned to the Department. In August, principals are asked to return the answer papers in all subjects.

Principals are required to make the necessary arrangements to have those answer papers requested shipped promptly to the Department in the Regents box. The papers in each subject should be packaged separately, and the papers in each package should be in alphabetical order. The entire package may be alphabetized together or each class may be alphabetized separately. Only the papers in subjects requested for review should be submitted. All the papers not requested for Department review must be retained in the school files for at least one year. Any or all of these papers may be called for review during this period.

When the answer papers from a school are received in the Department, a random sample of the papers submitted for each examination is selected for Department review. These papers are reviewed by experienced classroom teachers, under the supervision of Department staff. The Department reviewers first check the rating of the multiple-choice and short-answer questions and the addition of scores to determine if any mechanical errors were made by the teacher rating the answer paper. It is Department policy to call to the attention of the principal any mechanical error, no matter how small.

The Department reviewers then rate the remaining portion of each answer paper, indicating the cumulative scores in blue pencil. When this portion of the answer paper is rated, allowances are made for reasonable differences of professional judgment. When the difference between the Department rating and the teacher rating is unusually large, the Department rating is indicated on the answer paper and circled.

After all the answer papers in the random sample have been reviewed, the Department rating is completed if no rating errors or only a small number of rating errors are identified. However, if an unusual rating problem is identified or if an excessive number of rating errors are found, additional answer papers will be reviewed to determine the extent of the rating problem.

After the Department rating is completed for those examinations where the answer papers contain a small number of rating errors, all answer papers that contain rating problems and a report that summarizes the

results of the Department review are sent to the school principal. It is expected that the principal will carefully review the answer papers with the appropriate staff and take any necessary corrective actions. If a mechanical error was made by a teacher while rating an answer paper, it is expected that the necessary corrections will be made in the school's records. If a rating problem was identified in the nonobjective portion of an answer paper, it is the responsibility of the school principal to give the answer paper a final rating that, in his/her judgment, is fair, accurate, and consistent with Regents standards. The final rating may be the Department rating, the original school rating, or a new rating obtained by a reevaluation of the answer paper. It is not necessary to return any of these answer papers to the Department or to make a formal report of the final scores given for the answer papers.

For those examinations where the answer papers contain an excessive number of rating errors, all of the answer papers submitted for Department review and a report that summarizes the results of the Department review are sent to the principal. The principal is expected to review the answer papers and the report of review with the appropriate staff and determine how the school rating procedures will be modified to eliminate the rating problems identified by the Department reviewers. The principal is then required to submit a report to the Bureau of Elementary and Secondary Testing Programs that outlines the changes that will be made in the school rating procedures. It is recommended that all answer papers in the problem area be rerated to verify the accuracy of pupil scores.

When an examination where the answer papers contain an excessive number of rating errors is next administered in a school, the school will again be required to submit the answer papers for Department review so that it can be determined if the modified rating procedures have reduced the rating errors. If the error rate is still excessive, all of the answer papers will be returned to the school and it will be required that the answer papers be rerated and returned to the Department for a second review.

If principals or teachers have questions about the rating standards or procedures followed by the Department reviewers, they should direct their questions to the appropriate subject bureau. (See Appendix I.)

Department Review of the Regents Competency Test in Writing

In January and June, all answer papers for those pupils who obtained a mean (average) score of 60% and above on the competency test in writing are to be returned to the Department. In August, all papers are returned. The answer papers submitted by each school are carefully reviewed at the Department by a special group of experienced raters, under the supervision of Department staff. A report containing the official results of the Department's rating evaluation for each answer paper will be returned to the school. If the Department raters assign a different mean score to an answer paper than was assigned by the school raters, the Department score is the official score that must be recorded on the pupil's permanent record. A pupil cannot be issued a diploma until the school receives confirmation from the Department that the pupil has passed the writing test. For January and June, the answer papers for those pupils who obtained a mean score of 59% or below on the competency test in writing should be retained on file in the school for at least one year.

SUMMARIES OF EXAMINATION AND GRADUATION RESULTS

General Information

Each public school district and nonpublic school is required to report Regents competency test results, Regents examination results, and high school graduation results to the Department. These data are analyzed by the Department, and school building, school district, and reference group summaries are prepared. These summaries enable school administrators to compare the results for their school buildings and/or school districts with the results for other school buildings, school districts, and various reference groups. In addition, tables of percentile equivalents are prepared for the June Regents examinations, making it possible for school administrators to compare the examination scores of individual pupils with those obtained by other pupils.

The kinds of data that are included in each type of summary are described in the following sections. Questions about the interpretation of the data in any of the summaries should be referred to the Bureau of Elementary and Secondary Testing Programs.

School Building and School District Summaries

School building and school district summaries are sent to school administrators during the month of October as part of the Comprehensive Assessment Report. The reports for public school districts provide school building and school district data, while the reports for nonpublic schools provide only school-level data. For the Regents competency tests, data will be provided only for nonhandicapped pupils beginning with the 1985–86 school year. The data for the previous school years will include the combined results for handicapped and nonhandicapped pupils. For Regents examination results, the data provided will include the combined results for handicapped and nonhandicapped pupils for all school years. For high school graduation results, separate data will be provided for handicapped and nonhandicapped pupils, beginning with the 1985–86 school year. The data for previous school years will include the combined results for handicapped and nonhandicapped pupils.

For both the Regents examinations and the Regents competency tests, the summaries will provide the numbers of pupils who took each test and the percent who passed during the January and June examination periods. The summary for Regents examinations will also provide the percent of the grade 9–12 enrollment who took at least one Regents examination during the school year.

For high school graduation results, the summary will provide the number of pupils who were diploma candidates during the school year, the number who received local high school diplomas, and the number who failed to obtain a diploma. Data are also provided concerning the number of pupils with handicapping conditions who received certificates during the school year. Beginning with the 1985–86 school year, the data will include all pupils who were diploma candidates between September 1 and August 31. For the previous school years, the data will include only those pupils who were diploma candidates during the regular school year (September 1–June 30).

Reference Group Summaries

The summaries containing reference group data for the Regents competency tests, Regents examinations, and high school graduation results are sent to school administrators during the month of November, after the results for all public and nonpublic schools in the State have been analyzed. The data provided in the reference group summaries are essentially the same as the data provided for school buildings and school districts in the Comprehensive Assessment Report.

The reference groups for which the summary data will be provided are described below.

1. **Statewide reference groups**
   - Public: All pupils in public schools statewide
   - Nonpublic: All pupils in nonpublic schools statewide
   - Total State: All pupils in public and nonpublic schools statewide
2. **Public school by type of community or school district**
   - New York City: All pupils in public schools in New York City
   - Large-Size Cities: All pupils in public schools in large-size cities (Albany, Buffalo, Rochester, Syracuse, Yonkers)
   - Medium-Size Cities: All pupils in public schools

in medium-size cities (Binghamton, Mount Vernon, New Rochelle, Niagara Falls, Schenectady, Troy, Utica)

- Small-Size Cities: All pupils in public schools in cities with a population under 50,000
- Large-Size Central Districts and Village Districts: All pupils in public schools in central school districts with an enrollment over 2,500 pupils and in all village school districts
- Medium-Size Central Districts: All pupils in public schools in central school districts with an enrollment between 1,100 and 2,500 pupils
- Small-Size Central Districts: All pupils in public schools in central school districts with an enrollment under 1,100 pupils

3. **Nonpublic school reference groups**
   - New York City Schools: All pupils in nonpublic schools in New York City
   - Other Nonpublic Schools: All pupils in nonpublic schools located outside of New York City
   - Total Nonpublic: All pupils in nonpublic schools statewide
4. **Public school results by county**

   All pupils in public schools in each county

Percentile Equivalents for Regents Examinations

In addition to the reports described above, the Department provides a table of percentile equivalents for each of the Regents examinations administered in June. Those tables indicate the percentile equivalent of each possible raw score for the June Regents examinations and provide a basis for interpreting the relative quality of individual pupil examination scores. The tables also contain means, medians, and reliability data for each of the June Regents examinations.

The percentile equivalent tables contain only "Total State" data and are sent to school administrators in November along with the reference group data described previously in this section.

Release of Test Results by the Department

The State Education Department does not make a general release of individual school or school district test results. Only statewide and reference group summaries are published. When non-school personnel request individual school test results, they are encouraged to contact the local superintendent or principal, since only persons thoroughly familiar with the local school situation can provide the interpretations necessary to make the test data meaningful.

However, all school test results on file in the Department are public records, by law. If a person requesting such information insists that it be provided by the Department, the Department must provide the requested data. In such an event, the Department will make every effort to explain the limitations of the test results and the cautions that must be observed in interpreting the test results.

The Department will not release individual school and school district test results to anyone except school personnel until December 15. This delay in the release of the examination and graduation results provides time for school administrators to verify the data in their Comprehensive Assessment Reports for the current year and to notify the Department of any corrections. In addition, school administrators will have time to present the data in their Comprehensive Assessment Reports to the Board of Education at a public meeting before the data are released to the general public. Whenever the test results of a school or a school district are provided to representatives of the news media, the appropriate school officials will be notified that their examination and/or graduation results have been released.

REGENTS CREDIT AND REGENTS ENDORSEMENT OF LOCAL DIPLOMAS

Granting Credit for Regents Courses

Pupils Enrolled in Regents Courses

A Regents course of study involves class attendance, homework assignments, quizzes, tests, and other activities, as well as the Regents examination that is administered at the end of the course. When deciding whether or not a pupil who is enrolled in a Regents course of study has satisfactorily completed the course of study and is entitled to a unit of credit, the teacher should evaluate the pupil's performance on all of these activities. The granting of credit should not be based solely on the Regents examination score.

Pupils Not Enrolled in Regents Courses

A pupil may earn up to a maximum of 6½ units of credit for Regents courses of study without completing the courses. In order to earn such credit, the pupil must satisfy each of the criteria listed below:

1. Based on the pupil's academic performance, the superintendent of a school district or the chief administrative officer of a nonpublic school, or his/her designee, must determine that the pupil will benefit academically by exercising this alternative.
2. The pupil must pass an oral examination or successfully complete a special project to demonstrate proficiency, as determined by the principal, in the subject area.
3. The pupil must achieve a score of at least 85 percent, or its equivalent as determined by the Commissioner, on a State-developed or State-approved examination.
4. The pupil must attend school, or have received substantially equivalent instruction elsewhere, in accordance with Section 320(2) of the Education Law, until the age of 16, pursuant to Sections 3204 and 3205 of the Education Law.

Regents Endorsement of Local Diplomas

General Procedures

A local high school diploma may be given Regents endorsement in recognition and in honor of a pupil's outstanding scholastic achievement, as demonstrated by the successful completion of the requirements outlined below. Eligibility for the endorsement will be determined by the principal on the basis of the pupil's record. The diploma may be endorsed at the time of graduation without awaiting the results of Department review of Regents examination papers. The following is a sample endorsement:

Diploma issued with the endorsement of the

BOARD OF REGENTS

on the basis of successful completion of Regents examinations

Most companies that print high school diplomas provide seals that indicate Regents endorsement and may be affixed to the local diplomas of eligible pupils.

Schools may issue, if they prefer, a separate Regents diploma. Diploma blanks are furnished by the Department to schools that request them.

Requirements

In order to receive the Regents endorsement, a pupil must complete an approved high school course, including physical education. Information concerning an approved high school course is provided in Section 100.5 of the Commissioner's Regulations. (See Appendix VI.)

Honors Diploma

The words "with honor" may be added to the endorsement if a student has earned an average of at least 90 percent in the comprehensive Regents examinations in English and social studies, and in those Regents examinations that must be passed to complete the major sequence. No other Regents examination scores may be included in the computation.

For the purpose of computing the average, each Regents examination score carries a weight of 1; it is not multiplied by the number of units (e.g., English, 92 percent; social studies, 85 percent; tenth year mathematics, 90 percent; eleventh year mathematics, 93 percent; total 360 divided by 4 = 90 percent). Averages below 90.0 may not be rounded up to 90.0.

Regents Credit Based on College Board Achievement Test Scores

When a pupil has completed a Regents course of study but is unable to take the required Regents examination at the end of the course, certain College Entrance Examination Board test scores may be accepted in lieu of a passing Regents examination score. The College Board Achievement Test Scores that a pupil must obtain to meet the examination requirement for Regents courses of study are given in Appendix VII. It should be noted that a pupil cannot obtain credit for a Regents course of study by obtaining only an acceptable College Board Achievement Test score. The pupil must both successfully complete the Regents course of study and obtain an acceptable College Board Achievement Test score.

Reporting and Review

A report of the number of Regents diplomas issued during the school year is included in the High School Graduation Report. Each year the Department reviews the issuance of diplomas by the schools. For that purpose, principals of selected schools are requested to submit evidence of the academic basis upon which the diplomas were issued. This information may be supplied in the form of transcripts, photocopies of school records, worksheets, or other convenient means at the discretion of the principal.

APPENDIXES

Appendix I

Addresses and Telephone Numbers of Testing and Subject Matter Bureaus

Bureau of Elementary and Secondary Testing Programs
THE STATE EDUCATION DEPARTMENT
Albany, New York 12234
(518) 474-5099

Bureau of Elementary and Secondary Test Development
THE STATE EDUCATION DEPARTMENT
Albany, New York 12234
(518) 474-5900

Bureau of Bilingual Education
THE STATE EDUCATION DEPARTMENT
Albany, New York 12234
(518) 474-8775

Bureau of Business, Health and Service Programs
THE STATE EDUCATION DEPARTMENT
Albany, New York 12234
(518) 474-6240

Bureau of English and Reading Education
THE STATE EDUCATION DEPARTMENT
Albany, New York 12234
(518) 474-5608

Bureau of Foreign Languages Education
THE STATE EDUCATION DEPARTMENT
Albany, New York 12234
(518) 474-5928

Bureau of Mathematics Education
THE STATE EDUCATION DEPARTMENT
Albany, New York 12234
(518) 474-3900

Bureau of Science Education
THE STATE EDUCATION DEPARTMENT
Albany, New York 12234
(518) 474-7746

Bureau of Social Studies Education
THE STATE EDUCATION DEPARTMENT
Albany, New York 12234
(518) 474-5978

Appendix II

SAT and ACT Scores Acceptable for Meeting Competency Requirements for a Local High School Diploma

Requirement	*Test*	*Subtest*	*Minimum Acceptable Score*
Competency in Reading	SAT	Verbal	310
	ACT	Social Studies Reading	9
		or	
		Natural Sciences Reading	15
Competency in Writing	SAT	Verbal	310
	ACT	English Usage	12
Competency in Mathematics	SAT	Mathematical	350
	ACT	Mathematics Usage	12

Appendix III

Samples of ESL Tests

	Comprehensive English Language Test for Speakers of English as a Second Language (CELT)	Orientation in American English Proficiency Test (OAE)	Criterion Referenced English Syntax Test (CREST)
Purpose	Assess English language proficiency	Measure listening, speaking, reading and writing skills	English syntax
Administration	Group	Group	Group
Grade Level	High school and adult	9 – 12 and adult	4 – 12
Time	120 minutes	150 minutes	80 minutes
Description	Three multiple-choice tests: Listening, Structure, Vocabulary	Six levels evaluate student's progress in the OAE program	Three multiple-choice tests: beginning, intermediate, and advanced
Authors	Harris, David; Palmer, Leslie	Brinson, Thomas C.	
Copyright Date	1970	1974	
Publisher	McGraw Hill Book Company, Princeton Road Hightstown, NJ 08520 (609) 426-5254	National Testbook Co. 4255 West Touhy Ave. Lincolnwood, IL 60646 (800) 323-4900	High School Bilingual/ESL Programs Room 502 1171 65th St. Brooklyn, NY 11219 (718) 236-3533
RECOMMENDED MINIMUM SCORES			
Years of ESL Instruction			
1	Combination of 3 subtest scores for average total of 30%	Level 1 final: score of 65%	12 of 25 objectives on Beginning Level (50%)
2	Combination of 3 subtest scores for average total of 35%	Level 3 final: score of 65%	20 of 25 objectives on Beginning Level (80%)
3	Combination of 3 subtest scores for average total of 40%	Level 4 final: score of 65%	20 of 25 objectives on Intermediate Level (80%)
4	Combination of 3 subtest scores for average total of 45%	Level 6 final: score of 65%	12 of 15 objectives on Advanced Level (80%)

Appendix IV

Examples of Modified Testing Procedures for Handicapped Pupils*

Modification of Manner of Presentation

Category	*Examples*
Flexible Scheduling	Extend the time allotted to complete the test Administer the test in several sessions during the day
Flexible Setting	Administer the test individually in a separate location Administer the test to a small group in a separate location Provide special lighting Provide adaptive or special furniture Provide special acoustics Administer test in location with minimal distractions
Revised Test Format	Braille edition Large-type edition Increase spacing between items Reduce number of items per page Increase size of answer bubbles Reading passages should have one complete sentence per line For multiple-choice items, answers should follow questions in vertical format with answer bubble to right of each possible answer Omit questions which cannot be revised, prorate credit
Revised Test Directions	Read directions to student Reread directions for each page of questions Simplify language in directions Highlight verbs in instructions by underlining Provide additional examples
Use of Aids	Visual magnification devices Auditory amplification devices Auditory tape questions Questions read to pupil Masks or markers to maintain place Questions signed to pupil

* See "Administering Examinations To Handicapped Pupils," (page 14).

Modification of Method of Response

Category	*Examples*
Use of Aids	Amanuensis Tape recorder Typewriter Communication device Word processor
Revised Format	Record answers in test booklet Increase spacing Increase size of answer blocks Provide cues (arrows, stop sign) on answer form

Modification of Process Used to Derive Response

Category	*Examples*
Use of Aids	Calculator Abacus Arithmetic tables

Appendix V

Sample Letter to Parents

The sample letter below contains the type of information that schools must provide the parent(s) or guardian(s) of pupils who fail a Regents competency test. When appropriate, the letter should be written in the native language of the parent(s).

Dear (Mr. and Mrs. Smith):

Your (son John) took the Regents competency test in mathematics on (date) and correctly answered (20) of the 60 questions on the test.

(John's) score indicates that (he) is not able to demonstrate the competency in mathematics that is required for a high school diploma.

In order to help (John) improve (his) mathematics skills, we are placing (him) in a special mathematics program called _____.
A description of this program is enclosed with this letter.

If you have any questions about (John's) test score or (his) special mathematics program, or about how you can help improve (his) skills in mathematics, please call (Mr. Johnson) at (telephone number).

Sincerely,

(School Administrator)

Appendix VI

Section 100.5 of the Commissioner's Regulations

100.5 Diploma requirements.

(a) *General requirements for a Regents or a local high school diploma.*

(1) Students first entering grade 9 in 1982, 1983, or 1984 shall earn at least 16 units of credit or their equivalent, as determined by the commissioner, to receive a local high school diploma and 18 units of credit or their equivalent, as determined by the commissioner, to receive a Regents high school diploma. Such units of credit shall include:

(i) English, 4 units;

(ii) social studies, including a year of American history, 3 units;

(iii) mathematics, 1 unit, provided that students first entering grade 9 in 1984 shall earn at least 2 units of credit in mathematics as set forth in paragraph (7) of this subdivision;

(iv) science, 1 unit, provided that students first entering grade 9 in 1984 shall earn at least 2 units of credit in science as set forth in paragraph (8) of this subdivision; and

(v) health, ½ unit.

(2) Students first entering grade 9 in 1985 and thereafter shall have earned at least 18½ units of credit or their equivalent, as determined by the commissioner, in order to receive either a Regents or local high school diploma. Such units of credit shall include:

(i) English, 4 units of credit;

(ii) social studies, 4 units of credit as set forth in paragraph (6) of this subdivision;

(iii) science, 2 units of credit as set forth in paragraph (8) of this subdivision;

(iv) mathematics, 2 units of credit as set forth in paragraph (7) of this subdivision;

(v) art and/or music, 1 unit of credit; and

(vi) health education, ½ unit of credit in accordance with the requirements set forth in section 135.3(c) of this Title.

(3) All students shall have earned the equivalent of 2 units of credit in physical education in accordance with the requirements set forth in section 135.4(c)(2)(ii) of this Title. Such units of credit shall not count towards the required units of credit set forth in paragraphs (1) and (2) of this subdivision. A student who has completed the diploma requirements as set forth in paragraphs (1) or (2) of this subdivision in fewer than 8 semesters, and who is otherwise eligible to receive a diploma, shall not be required to continue enrollment in high school for the sole purpose of completing the physical education requirements as set forth in this paragraph, if the school, upon request of the student's parent or guardian, wishes to grant such student a high school diploma prior to the completion of his or her eighth semester.

(4) Regents competency testing program.

(i) Except as otherwise provided in subparagraph (ii) of this paragraph, all students shall demonstrate competency in the basic skills:

(*a*) by passing either the Regents Competency Test in Reading and the Regents Competency Test in Writing, or the Regents Comprehensive Examination in English; and

(*b*) by passing either the Regents Competency Test in Mathematics, or a Regents examination in mathematics or business mathematics;

(*c*) for students first entering grade 9 in 1985 and thereafter, and taking four or more years to complete the diploma requirements, by passing either the Regents Competency Test in American history and government, or the Regents examination in American history and government;

(*d*) for students first entering grade 9 in 1987 and thereafter, and taking four or more years to complete the diploma requirements, by passing either the Regents Competency Test in science or a Regents examination in science; and

(*e*) for students first entering grade 9 in 1987 and thereafter, and taking four or more years to complete the diploma requirements, by passing either the Regents Competency Test in global studies or the Regents examination in global studies.

(ii) A student who has not passed the examinations set forth in subparagraph (i) of this paragraph because of extraordinary administrative circumstances not caused by the willful act of the student or of a teacher or administrator may demonstrate competency in academic skills comparable to that required by subparagraph (i) of this paragraph through alternative tests approved by the commissioner. Each school district or nonpublic school shall apply to the department in a format prescribed by the commissioner for permission to use such tests.

(iii) Remedial instruction. All students who fail the Regents competency tests in reading, writing, mathematics, American history and government, science or global studies shall be provided appropriate remedial instruction designed to enable them to pass such tests by the time they are otherwise qualified to graduate. A student

who shall be provided remedial instruction, and the parent or guardian of such student, shall be notified in writing, by the principal, of the test results and the plan for remedial instruction. Such remedial instruction shall begin no later than the commencement of the school semester immediately following the semester in which the test was administered.

(5) Transfer students.

(i) The principal shall evaluate the transcripts of all students entering a New York State high school, for the first time, after the beginning of grade 9. Based on a student's past academic record as indicated in the student's transcript, the principal shall award such student the appropriate units of credit towards a local high school diploma.

(ii) Each such transfer student shall meet the requirements of the Regents competency testing program as set forth in paragraph (4) of this subdivision, provided that the principal shall review the transcript of each student first entering a New York State high school in grade 11 or 12 to determine the need for the student to meet the Regents competency test requirements. The principal may exempt such student from these requirements for those tests ordinarily taken and passed before the date of the student's entry.

(iii) A student transferring between high schools in grade 11 or 12 may be exempt from the second language requirements for a Regents diploma, as set forth in paragraphs (3) and (5)(ii)(b) of subdivision (b) of this section, if the language in which the student began a second language sequence in grade 9 or 10 is not offered in the school to which the student has transferred. In such cases, the student shall complete 3 units of credit in second languages but not necessarily in a single language.

(6) All students first entering grade 9 in 1985 and thereafter and taking four or more years to complete the diploma requirements, shall earn 4 units of credit in social studies in accordance with the following:

(i) Such requirement shall include 1 unit of credit in American history;

(ii) Such requirement shall include ½ unit of credit in participation in government and ½ unit of credit in economics; and

(iii) A student shall be exempted from the provisions of subparagraph (ii) of this paragraph to the extent that such student demonstrates, through department-approved examinations or such other means as may be required by the commissioner, an acceptable level of knowledge of participation in government and/or economics, in which case the required fourth unit of credit in social studies shall be met through appropriate electives.

(7) All students first entering grade 9 in 1984 and thereafter and taking four or more years to complete the diploma requirements, shall earn 2 units of credit in mathematics in accordance with the following criteria:

(i) The second unit of credit in mathematics shall deepen the understanding or broaden the application of a student's mathematical concepts beyond the general high school mathematics program and in accordance with criteria established by the commissioner; and

(ii) The second unit of credit in mathematics shall be taken after a student passes the Regents competency test in mathematics, or a Regents examination in mathematics or business mathematics. Students failing to pass such a test or examination may take the second unit of credit in mathematics, provided that the syllabus for such unit of credit is a State or local syllabus approved by the commissioner. All such syllabi shall meet the criteria for a second unit of credit as set forth in subparagraph (i) of this paragraph. In addition, such second unit of credit in mathematics shall be awarded when the student successfully completes the course work for such unit of credit, and passes the Regents competency test in mathematics or a Regents examination in mathematics or business mathematics.

(8) All students first entering grade 9 in 1984 and thereafter and taking four or more years to complete the diploma requirements, shall earn 2 units of credit in science in accordance with the following criteria:

(i) The second unit of credit in science shall deepen the understanding or broaden a student's application of life, physical and/or earth sciences beyond the level in the State science syllabi for grades 7, 8, and 9 and in accordance with criteria established by the commissioner; and

(ii) For students first entering grade 9 in 1987, and thereafter, and taking four or more years to complete the diploma requirements, the second unit of credit in science shall be taken after a student passes either the Regents competency test in science or a Regents examination in science. Students failing to pass such a test or examination may take the second unit of credit in science, provided that the syllabus for such unit of credit is a State or local syllabus approved by the commissioner. All such syllabi shall meet the criteria for a second unit of credit as set forth in subparagraph (i) of this paragraph. In addition, such second unit of credit in science shall be awarded when the student successfully completes the course work for such unit of credit, and passes the Regents competency test in science or a Regents examination in science.

(b) *Additional requirements for the Regents diploma.*

(1) In order to obtain a Regents diploma, students first entering grade 9 in 1982, 1983, and 1984 shall successfully complete a sequence of 3 units of credit in one of the following areas: science, mathematics, a second language, music, art or occupational education subjects. Such units of credit shall be included in the eighteen units of credit required pursuant to paragraph (1) of subdivision (a) of this section.

(2) In order to obtain a Regents diploma, students first entering grade 9 in 1985 and thereafter, and taking four or more years to complete the diploma requirements, shall successfully complete:

(i) either:

(*a*) a sequence of 3 units of credit in each of 2 occupational education subjects, or in each of 2 second languages, or in each of 2 of the following areas: mathematics, science, a second language, occupational education, art or music; or

(*b*) a sequence of 3 units of credit in mathematics, science, a second language, an occupational education subject, art or music, and a sequence of 5 units of credit in either English or social studies; or

(*c*) a sequence of 5 units of credit in mathematics, science, a second language, an occupational education subject, art or music, provided that a student selecting a sequence of 5 units of credit in a second language may use such sequence to meet the requirements set forth in subparagraph (ii) of this paragraph; and

(ii) a sequence of 3 units of credit in a second language, provided that:

(*a*) for students first entering grade 9 in 1985, 1986 or 1987 and taking four or more years to complete the diploma requirements, who take a sequence of not less than five units of credit in occupational education subjects, art or music, the 3-unit sequence required by this subparagraph may be in a second language or in any other subject area; and

(*b*) a student identified as having a handicapping condition may be excused from the second language requirement set forth in this subparagraph if such student's individualized education program indicates that such requirement is not appropriate to the student's special educational needs.

(3) Any 3 or 5 units of credit sequence in a second language shall consist of courses in a single language.

(4) Units of credit received by a student pursuant to paragraph (2) of this subdivision shall be included in the 18½ units of credit required pursuant to paragraph (2) of subdivision (a) of this section, provided that a sequence in occupational education may be applied toward a Regents diploma only if such sequence has been approved by the department.

(5) In order to obtain a Regents diploma, a student shall pass the required Regents examinations as follows:

(i) For students first entering grade 9 in 1982, 1983, and 1984:

(*a*) the Regents comprehensive examination in English;

(*b*) the Regents comprehensive examination in social studies; and

(*c*) the Regents examinations, or their equivalents, in the courses comprising the student's required sequence.

(ii) For students first entering grade 9 in 1985 and thereafter, and taking four or more years to complete the diploma requirements:

(*a*) the Regents comprehensive examination in English;

(*b*) the Regents comprehensive examination in a second language;

(*c*) the Regents examination in American history and government;

(*d*) Regents examinations for the courses in mathematics required pursuant to subparagraph (iv) of paragraph (2) and paragraph (7) of subdivision (a) of this section;

(*e*) Regents examinations for the courses in science required pursuant to subparagraph (iii) of paragraph (2) and paragraph (8) of subdivision (a) of this section; and

(*f*) Regents examinations, as required by the commissioner, for the courses in any sequence followed pursuant to paragraph (2) of this subdivision.

(iii) For students first entering grade 9 in 1987 and thereafter, and taking four or more years to complete the diploma requirements:

(*a*) the Regents examination in global studies; and

(*b*) occupational education proficiency examinations, as defined in section 100.1(k) of this Part, for any occupational education sequence for which such tests are available.

(6) For students first entering grade 9 in 1985 and thereafter, and taking four or more years to complete the diploma requirements, a unit of credit towards a Regents diploma, in courses where no Regents or State test exists, other than courses in mathematics or science, shall be awarded only if:

(i) the unit of study is taught in accordance with a State syllabus approved by the department for use in a Regents level course; or

(ii) if no State syllabus for the course is available, the unit of study is taught in accordance with a locally developed syllabus approved by the department for use in a Regents-level course.

(c) *Additional requirements for the local diploma.*

(1) In order to obtain a local diploma, students first entering grade 9 in 1982, 1983, or 1984 shall successfully complete a sequence of 3 units of credit in one of the following areas: science, mathematics, a second language, music, art or occupational education subjects. Such units of credit shall be included in the 16 units of credit required pursuant to paragraph (1) of subdivision (a) of this section.

(2) In order to obtain a local diploma, students first entering grade 9 in 1985 and thereafter, and taking four or more years to complete the diploma requirements, shall successfully complete:

(i) a sequence of 3 units of credit in each of 2 occupational education subjects, or in each of 2 second languages, or in each of 2 of the following areas: mathematics, science, a second language, occupational education, art or music; or

(ii) a sequence of 3 units of credit in mathematics, science, a second language, an occupational education subject, art or music, and a sequence of 5 units of credit in either English or social studies; or

(iii) a sequence of 5 units of credit in mathematics, science, a second language, an occupational education subject, art or music.

(3) Any 3 or 5 units of credit sequence in a second language shall consist of courses in a single language.

(4) Units of credit received by a student pursuant to paragraph (2) of this subdivision shall be included in the 18½ units of credit required pursuant to paragraph (2) of subdivision (a) of this section, provided that a sequence in occupational education may be applied towards a local diploma if such sequence has been approved by the department.

(5) In order to obtain a local diploma, students first entering grade 9 in 1987 and thereafter, and taking four or more years to complete the diploma requirements, and taking an approved occupational education sequence, shall pass the appropriate occupational education proficiency examinations, where available, as defined in section 100.1(k) of this Part.

(d) *Alternatives to specific Regents and local diploma requirements.*

(1) A student may earn a maximum of 6½ units of credit for either a Regents or local diploma without completing units of study for such units of credit, if:

(i) based on the student's past academic performance, the superintendent of a school district or the chief administrative officer of a nonpublic school, or his or her designee, determines that the student will benefit academically by exercising this alternative;

(ii) the student achieves a score of at least 85 percent, or its equivalent as determined by the commissioner, on a State-developed or State-approved examination;

(iii) the student passes an oral examination or successfully completes a special project to demonstrate proficiency, as determined by the principal, in the subject matter area; and

(iv) the student attends school, or received substantially equivalent instruction elsewhere, in accordance with section 3204(2) of the Education Law, until the age of sixteen, pursuant to sections 3204 and 3205 of the Education Law.

(2) Art and/or music.

(i) A student may obtain the unit of credit in art and/or music required pursuant to subparagraph (v) of paragraph (2) of subdivision (a) of this section in the following manner:

(*a*) by participating in a school's major performing organization such as band, chorus, orchestra, dance group or theatre group; or

(*b*) by participating, only in exceptional situations, in an advanced out-of-school art or music activity. Credit for such participation shall be upon recommendation by the student's art or music teacher, shall be approved by the art or music department chairperson, if there is one, and by the school principal, and shall be consistent with the goals and objectives of the school's art and/or music program.

(ii) A student may receive a unit of credit for participation in such activities if such participation is equivalent to a unit of study, or a student may receive one half unit of credit for such activity equivalent to one half unit of study.

(3) Occupationally related mathematics and science.

(i) Regents diploma. Students first entering grade 9 in 1984 and thereafter and taking an approved sequence in occupational education may use 1 unit of credit earned in an occupationally related science course, a Regents science or a Regents mathematics course, both towards meeting the science or mathematics requirement for a Regents diploma and towards an approved sequence in occupational education, only if such courses are approved by the commissioner for such purpose. For occupationally related science courses, such approval shall be granted only upon the submission of evidence that such courses are equivalent to Regents courses in science. However, the unit of credit earned for such a course shall count as only one unit of credit towards the 18½ units of credit required for a Regents diploma.

(ii) Local diploma. Students first entering grade 9 in 1984 and thereafter and taking an approved sequence in occupational education may use 1 unit of credit earned in the occupationally related mathematics course or the business mathematics course, and/or 1 unit of credit earned in the occupationally related science course towards meeting the mathematics and/or science requirements or sequence requirements in mathematics or science for a local diploma, provided that such courses shall be taught in accordance with the appropriate State syllabi.

(4) Scores obtained on appropriate examinations of the College Entrance Examination Board and the American College Testing Program, as designated by the commissioner, may be used in lieu of the corresponding Regents examination requirements for a Regents high school diploma, required pursuant to subdivisions (a)(1) and (2) and (b) of this section, and to satisfy the requirements of the Regents competency testing program set forth in paragraph (4) of subdivision (a) of this section.

Appendix VII

College Board Achievement Test Scores Acceptable for Meeting Requirements for a Regents Diploma

The College Board Achievement Test score given below for each Regents subject is the minimum acceptable score that can be substituted for a Regents examination score when a pupil is unable to take the Regents examination because of extraordinary circumstances but has successfully completed the Regents course of study for that subject. For example, if a pupil successfully completes three years of study based on the English Regents curriculum, but is unable to take the Comprehensive English Regents examination, the pupil may be granted Regents credit for English if the pupil obtains scores of at least 410 on both the English Composition and Literature College Board Achievement Tests.

Regents Subject	*College Board Achievement Test*	*Minimum Acceptable Score*
English	English Composition	410
	and	
	Literature	410
Social Studies	American History and Social Studies	410
	and	
	European History and World Cultures	430
Mathematics*	Mathematics Level I	470
	or	
	Mathematics Level II	580
Foreign Languages		
French	French	460
German	German	460
Hebrew	Hebrew	530
Latin	Latin	440
Russian	Russian	530
Spanish	Spanish	450
Science		
Biology	Biology	500
Chemistry	Chemistry	510
Physics	Physics	500

* A pupil may obtain Regents credit for a three-unit sequence in mathematics by successfully completing three years of high school mathematics and obtaining a score of 470 on the Mathematics Level I College Board Achievement Test or a score of 580 on the Mathematics Level II Test.

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